

BRAILLE INSTRUCTION BOOK

BEING A REVISION

BY THE

NATIONAL LIBRARY FOR THE BLIND

OF THE 1933 EDITION OF THE

BRAILLE PRIMER

STANDARD ENGLISH BRAILLE

GRADES I and II

PUBLISHED BY THE

NATIONAL INSTITUTE FOR THE BLIND

Great Portland Street, London, W.1

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Signs, Lower :

- (i) Which may stand at the beginning or in any part of a word—en, in... 26, 27
 - (ii) Which when they stand alone express a whole word—be, enough, were, his, in, was 27
 - (iii) Which express a separate word, but which must invariably be joined to the word that follows—to, into, by 27
 - (iv) Which only stand between two letters (or contractions) of the same word in line—ea, bb, cc, dd, ff, gg 28
 - (v) Which may be used only when these letters form the first syllable of a word, or a syllable at the beginning of a line—be, con, dis ... 29
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Primer.—Grade I

(UNCONTRACTED BRAILLE.)

Directions for Using the Interlining Frame.

The Frame consists of three parts :—

BOARD.

(1) *Board*.—This is made of Bakelite, with three holes at the top for accommodating the paper clamp in its two positions, and parallel holes, at regular intervals, down each side to hold the guide.

PAPER CLAMP.

(2) *Paper Clamp*.—This consists of a metal base, with studs below for insertion in the appropriate holes at top of board ; on the upper side is a hinged flap, and two locating pins, the right-hand one being knurled and rotatable : turned to its right, it unlocks the flap ; turned to its left, the flap is locked.

GUIDE.

(3) *Guide*.—This consists of two metal plates hinged together on the left ; the upper plate consists of cells for the insertion of the stylus in the formation of the Braille characters, the lower one being uniformly pitted for the reception of the dots. The protruding studs hold the guide in position when writing.

1.—Insert the paper clamp in the two holes at the top of the board, with the central lifting knob uppermost.

2.—Lay the paper up to the bottom edge of the paper clamp and the left-hand edge of the board.

3.—Double the right-hand edge of the paper over the right-hand side of the board in such a way that the paper, its edge turned down and folded, shall be the exact width of the board. Fold this edge flat under the paper. (It is used as a binder's margin.)

4.—Turn the knurled locating pin on the clamp clockwise, thus permitting the top flap of the clamp to be raised.

5.—Raise the top flap of the paper clamp by means of the centre knob and lay the paper with its edges flush to the edges of the board up to the two large locating pins on the clamp.

6.—Close the top flap and turn the knurled locating pin anti-clockwise thus locking it.

7. Place the guide (hinge to the left, and paper between the guide and the bed of the frame) in position at the top of the board.

8.—Write the first two lines and move the guide down one set of holes for each successive two lines, until the first side of the page has been completed.

9.—Open the guide.

10.—With the aid either of the edges of the clamp or the two pins, raise the clamp and paper from the board, and reverse their position by placing the locating pins in the stud holes at the top of the board, the flap knob being accommodated in a special hole for the purpose. The paper is now in position for writing on the second side of the sheet.

11.—Close the guide and continue writing as for first side.

12.—On completion of the second side of the page, reverse the clamp and paper and repeat process 4, thus permitting the removal of the paper.

N.B.—The object of the projections on the under side of the top plate of the metal guide is to avoid pressure on the letters of the first page while writing the second. The two holes in the centre of the board are to accommodate the guide when not in use.

Directions for Operating the Improved Stainsby Braille Writer.

FIXING THE PAPER ON THE BOARD.

- 1.—Place the machine towards the bottom of the board.
- 2.—See that the reversible metal paper-clamp at the top of the board is the right way up for writing on the first side of the paper. (The mushroom-shaped stud should be on the right-hand side and uppermost.)
- 3.—Turn the milled stud on the right side of the clamp in a clockwise direction.
- 4.—Open the top plate of the clamp.
- 5.—Insert the paper between the metal base and carriage-way of the machine.
6. Lay the top edge of the paper on the lower plate of the clamp so that it just touches the two large studs and rests on top of the two small pins. Then slide it gently to the right so that the right-hand edge passes under the top of the mushroom-headed stud, fixed on the lower plate of the clamp.
- 7.—Close the top plate of the clamp.
- 8.—Rotate the milled stud on the right-hand side of the clamp in an anti-clockwise direction, thus locking the hinge.

WRITING.

- 9.—Bring the machine to the top holes in the board.
- 10.—Move the carriage to the extreme right by pressing together the two pawls at the back of the machine, AT THE SAME TIME SLIGHTLY LIFTING THEM.
- 11.—Release pawls and commence writing from right to left, by pressing down simultaneously those keys required to form a character. On releasing the keys the carriage automatically moves into position for the next character. A bell gives warning when the machine is 6 spaces from the end of the line. (See para. on Key Positions below.)
- 12.—To start a new line move machine down one hole and repeat movements described in Items 10 and 11 above.
- 13.—When the first side of the paper has been completed, lift the metal paper-clamp, with the paper still held in it, off the board and turn it over, placing the two large studs which were on top for the first side in the holes at the top of the board. This automatically sets the paper for writing on the second side and at the same time gives the correct binding margin.
- 14.—When the second side has been completed, remove the metal paper-clamp from the board, turn it over and unlock the clamp by turning the milled stud in a clockwise direction, thus freeing the paper.

KEY POSITIONS.

The machine is made in two models, namely :—

Ordinary keys, dots 1-2-3 on left, and dots 4-5-6 on right of machine ; with this model it is only necessary to know BRAILLE AS IT IS READ.

Reversed keys, dots 1-2-3 on right, and dots 4-5-6 on left, which writes as on an ORDINARY HAND BRAILLE FRAME.

Space Key.—The long lever under the right-hand keys is depressed when a space is required.

The Touch.—To obtain the best results do not strike the keys as in an ordinary typewriter, but press them down until the styles touch the paper, then *squeeze* (rather than stab) them into it. Keep the fingers lightly on the keys as they rise, but allow them to return to their full extent before pressing down again. When writing characters formed by dots of the left-hand row only, it is advisable to press the space key at the same time.

Oiling.—Place a drop or two of oil on the tops of the key levers where they cross each other (under the overhead springs), and on other moving parts where there is likely to be friction. Lubricate the teeth of the rack by placing a drop of oil on the forefinger and drawing it along the teeth.

An oiled rag should be used to clean the slides which travel in the carriage-way.

When not in use the machine should be kept in the case supplied or covered with a linen cloth to prevent dust getting into the mechanism of the machine.

N.B.—Use only dry paper. Manilla paper, suitable for this machine, can be obtained from the Library.

ERASING.

Erasing.—In erasing, *the eraser must be used*, and the sheet should rest upon a hard, smooth surface, such as that of a polished tile, a piece of plate glass or marble. Much patience is required to effect a good erasure and it should be borne in mind that even a perfect erasure is a sad blemish.

Erased dots are liable to rise again and cause difficulty to the reader ; therefore a sheet should be rewritten if more than two or three isolated dots have to be erased.

SPACING.

Spacing.—One space must be left between words. For paragraphs, see p. 17.

Advice to Beginners.

Learn to read and write the signs of Line 1, representing the first ten letters of the alphabet, as they form the basis of the four following lines. Beginners should learn to read the signs from the raised dots, as it is difficult to become an efficient brailist if they are only read on the side where the holes are punched, or by writing only.

The writer must realise that it is absolutely necessary to read a good deal. Suitable books can be obtained on loan from the National Library for the Blind.

Beginners should read over carefully each two lines of writing before shifting the Metal Frame of the hand board, or carriage-way of the machine, in order to detect and correct any mistakes at once. It is strongly urged that they should thoroughly master each Lesson before proceeding to the next. On no account whatever should beginners attempt to copy from a book or other source until they have completed the Course. Nothing but harm will be done by such work.

A beginner should never send more than from one to two sheets at a time until the diminishing number of mistakes shows that more may be sent together. Roll up the paper tightly from the margin side, tie at the ends and send by post. Up to four sheets should be rolled ; more than four sheets are best sent flat. Unbound volumes should be packed flat in a box, case, or with cardboard on both sides. Specially printed labels enabling Braille literature to travel by reduced postal rates ($\frac{1}{2}$ d. for exercises, 1 d. for parcels not exceeding 5 lbs.) can be obtained from the National Library for the Blind and cases for volumes (Braille) can be purchased also from the National Institute or the National Library for the Blind.

When sending Braille sheets, the writer should always write name and address on the wide margin of the first sheet, and when possible, enclose stamp for return postage.

Correspondence lessons may be obtained on application to the Librarian, NATIONAL LIBRARY FOR THE BLIND, WESTMINSTER, S.W.1.

Braille.

Braille is a system of embossed writing formed by using combinations of six dots arranged and numbered thus : $\begin{smallmatrix} 1 \bullet \bullet 4 \\ 2 \bullet \bullet 5 \\ 3 \bullet \bullet 6 \end{smallmatrix}$ Each dot must be known by its number. Dots 1-4 form the top pair, dots 2-5 the middle pair, and 3-6 the lowest pair. Both in reading and writing dots 1-2-3 will be found nearer the beginning of the line than dots 4-5-6.

Braille is written from right to left, in order that when the paper is turned over the reading may be from left to right. It is advisable for sighted people to use both hands in writing Braille on Hand Frame, and after a few days' practice it becomes equally easy with either hand.

Braille is written in two Grades : Grade I., uncontracted, and Grade II., contracted.

Signs : *Simple, Compound, and Lower.*

The possible combinations of the six dots give sixty-three Simple Signs (see Table I., p. 6). Signs which occupy only one cell are termed *Simple Signs* ; Signs occupying more than one cell are termed *Compound Signs* ; Signs which contain neither dot 1 nor dot 4 are termed *Lower Signs*.

Grade I. does not make use of all the sixty-three Simple Signs. (See Table II., p. 6.)

TABLE I.

Complete List of the 63 Simple Braille Signs.

The dashes are inserted to show the position of the dots in the set of six.

[illegible]

TABLE II.

Signs used in Grade I.

LINE I.	{	A 	B 	C 	D 	E 	F 	G 	H 	I 	J
LINE II.	{	K 	L 	M 	N 	O 	P 	Q 	R 	S 	T
LINE III.	{	U 	V 	X 	Y 	Z 					
LINE IV.	{										W
LINE V. (LOWER SIGNS)	{	, 	; 	: 	. 		! 	() 	"? 		"
LINE VI.	{	Fraction-line Sign 			Numeral Sign 	Poetry-line Sign 		Apostrophe 			Hyphen
LINE VII.	{	Accent Sign 					Italic or Decimal Sign 		Letter Sign 		Capital Sign
COMPOUND SIGNS.	{	Asterisk 		Dash 		Inner Inverted Commas 			Square Brackets 		

Letters of the Alphabet.**Grade I.**

The Letters of the Alphabet are all placed in the first four Lines. (See Table II., p. 6.)

Line I. Table II.

Line I. is formed by the use of the four upper dots.

A—J.

Line I. contains the Letters **A** to **J**.

These ten Signs should be committed to memory, then they should be *written* out from memory, and afterwards the paper should be turned over and read aloud in the following manner :

Dot 1 is **A** ; dots 1-2, **B** ; dots 1-4, **C** ; dots 1-4-5, **D** ; dots 1-5, **E** ; dots 1-2-4, **F** ; dots 1-2-4-5, **G** ; dots 1-2-5, **H** ; dots 2-4, **I** ; dots 2-4-5, **J**.

Full stop is dots 2-5-6.

Lesson 1.

Abide acid ace age aid adage bad beg babe bade beef bide big bid badge
bee cab cad cadge dab decide did ebb egg face fade fag fib fief fife fig gag
gage gibe gig hag hide ice idea if jade jag jig. A bad egg. Deface a badge.
A big face. He hid a big bee. I abide if I cadge a gig. I decide he hid a
big fig.

When these ten Letters can be written and read by their numbers with certainty, the foundation of Braille is mastered, as it will be seen that the following four Lines have the Signs of Line I. as their basis :

Line II. Table II.

Line II. is formed by adding dot 3 to each of the signs of Line I.

K—T.

Line II. contains the letters **K** to **T**.

Thus dots 1-3 or A-3 make **K** ; dots 1-2-3 or B-3 make **L**, etc.

Lesson 2.

Abate abdicate blockade kick keg kid lace lack leg lagoon knock legislate abject
object photograph mace mail neck nail negotiate normal oak oil obelisk pill pelican
police ran reef romantic soap soil spangle scorpion tab tore toss tomato tadpole.
Horace has an idea Jane is too small. An old plate glass mirror hangs on an Italian panel at
Granton Hall. An Empire design gilt clock on a gold bracket is too ornate. Let me recite
an old ballad or a Dante Gabriel Rossetti sonnet. George likes allegorical fantasies or poems
on life. An iron bridge on a brick support spans Dimsdale Dock. Major Campbell has made
a report on Free Trade. A simple title masks a tragic tale. Telegraph John at Nairn if Malcolm
is too ill. Donaldson describes a gas attack on a Belgian battlefield. Ross is seldom dogmatic
or democratic nor does he debate on politicians he admires. I admit Ambassadors agree on
Colonial policies.

Line III. Table II.

Line III. is formed by adding dots 3 and 6 to each of the Signs of Line I.

U V X Y Z.

Only the first five Signs are used in Grade I. ; they express the letters **U V X Y Z**. Thus dots 1-3-6 or A-3-6 make **U** ; dots 1-2-3-6 or B-3-6 make **V**, etc.

Line IV. Table II.

Line IV. is formed by adding dot 6 to each of the Signs of Line I.

W.

Only the last Sign is used in Grade I. ; it consists of dots 2-4-5-6 or J-6, and expresses the letter **W**. (The position of the letter **W** may be explained by the fact that Braille is of French origin.)

Lesson 3.

Quail quill quit quote quietly uncle use up ugly urban vamp vacant vane vex
wire wool wide wages worry Zoo zebra coax box jazz yell valley yield yelp yes.
A special telegraphic message may obviate a crisis. We all say Josiah is a true prophet on
Economics. Uncle Algy gave me a unique safety razor. My object is quixotic I admit. My
usual walk is two miles or a mile if I am lazy. William has two exquisite Aphrodite bronzes
at Musgrave Hall. Aunt Amelia gave my poor Russian niece Olga a lovely black velvet dress.
We saw a weird melodramatic play at Drury Lane a week ago. I may visit Naples on my way
home if I return soon.

Punctuation and Braille Composition Signs.

The Punctuation and Braille Composition Signs are all placed in the three following Lines. (See Table II., p. 6.) The Composition Signs peculiar to Braille consist of the Numeral Sign, the Poetry-line Sign, the Accent Sign, the Capital Sign, the Letter Sign, and the Italic Sign.

PUNCTUATION SIGNS.

Line V. Table II.

Line V. consists of Lower Signs, and is formed by the use of dots 2-3-5-6.

It repeats the Signs of Line I. in a lower position. The fifth Sign is not used in Grade I., and the ninth only as a Compound Sign. The others express :—

Dot 2 ... (,)	Comma	Dots 2-3-6—before a word—(‘ or “)	Opening
Dots 2-3 ... (;)	Semi-colon		of quotation by Inverted
„ 2-5 ... (:)	Colon		Comma or Commas.
„ 2-5-6 (.)	Full Stop (Period) and Point		Ex. <i>b</i>
„ 2-3-5 (!)	Note of Exclamation	„ 2-3-6—after a word—(?)	Note of
„ 2-3-5-6 ()	Brackets (used both at the opening and close of parenthesis), Ex. <i>a</i>		Interrogation
		„ 3-5-6 ... (‘ or ’)	Close of In-
			verted Comma or Com-
			mas, Ex. <i>b</i>
„ 2-3-5-6 preceded by dot 6	} open and close of square brackets	„ 2-3-6 preceded by dot 6	} open and close of single inverted commas within double inverted commas.
„ 2-3-5-6 followed by dot 3		„ 3-5-6 followed by dot 3	

In the use and order of Punctuation Signs the practice of ordinary print must be followed. As in print, when an abbreviation comes at the end of a sentence, dots 2-5-6 stand both for abbreviation and full stop. A Punctuation Sign follows or precedes a word without any interval, and any number of Punctuation Signs may come together.

ROUND BRACKETS.

Ex. *a* :

Brackets (used both at the opening and close of parenthesis)

SQUARE BRACKETS. *Square Brackets.*—These denote the opening and close of square brackets, used in letterpress for editorial interpolations, etc. In Braille they must always be closed, whether print closes them or not.

OUTER QUOTATION

MARKS OR INVERTED COMMAS. Ex. *b* :

He said, “let us sing.”

SINGLE QUOTATION — ' ' *Single Inverted Commas* within double ones (or vice-versa).—These denote
 MARKS OR INNER — the opening and close of a quotation within a quotation, indicated in letter-
 INVERTED COMMAS. press by single inverted commas within double ones (or vice-versa).

Ex. : He said, " let us sing ' Rule Britannia.' "



In print, double inverted commas are generally used for an ordinary quotation, and single inverted commas for an inner quotation (*i.e.*, a quotation within a quotation) thus " " ' ' but some printers reverse the order thus ' " ". Brailleists must therefore be guided by the sense and always use the single Braille Signs (⠠⠠⠠⠠) for an ordinary quotation and the double Braille Signs (⠠⠠⠠⠠⠠⠠) for an inner quotation.

Lesson 4.

Spry, a big, burly man (an old salt I am told), sees my son walk on. "Hi! back, old boy! Hurry!" he calls. My son turns: "Well?" he asks. "Excuse me, Sir!" says Spry; "I felt sure I saw my crazy Jock: my eyes play tricks on me, I see." [Aside] "Ah! well."

An attractive novel, gloomy yet brilliant, is a critical factor. A gigantic crane tops new premises on Primrose Hill. "Hi! hurry, John! call me a 'taxi'". "I fancy we sang 'Home, sweet Home' or 'Auld Lang Syne'". James recollects a case (Bankruptcy) at Swansea on a false issue on Bank Securities or Bonds [Solomons]. A municipal notice says "We eject all agitators at once." Roosevelt proclaims a moratorium at Philadelphia; a truly republican act.

Line VI. Table II.

Punctuation and Braille Composition Signs (*continued*).

The Second Sign of this line is not used in Grade I.; the other five express:—			
Dots 3-4	... (-) or (/)	Fraction-line Sign	Dots 3-4-5 ... Poetry-line Sign
			Dot 3 ... (') Apostrophe Sign
Dots 3-4-5-6	... Numeral Sign		Dots 3-6 ... (-) Hyphen Sign

NUMERAL SIGN. Ex. a. ⠠⠠⠠⠠ The Numeral Sign.—Figures are denoted by placing a Numeral Sign before the first
 FIGURES. ⠠⠠⠠⠠ ten letters of the alphabet, the letter J with a numeral sign in front being O. This sign extends over any sequence of figures written without intervening spaces, and also over the hyphen when used to join groups of figures, so long as the figures following the hyphen are written in the same line of Braille. The Numeral Sign must be repeated at the beginning of the new line if there is not room to write the second number on the same line. The Numeral Sign must always be repeated if the dash is used to join groups of figures.

CARDINAL NUMBERS.

Cardinal Numbers must be written thus:

⠠⠠⠠⠠ 1 ⠠⠠⠠⠠ 10 ⠠⠠⠠⠠ 206

In numbers of more than three figures the Comma (dot 2) is used to divide off the thousands, thus:

⠠⠠⠠⠠⠠⠠⠠⠠⠠ 4,500,000

ORDINAL NUMBERS.

Ordinal Numbers must be written by adding to the cardinal numbers the proper ending, thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ 2nd $\overline{\text{5}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{3}$ 53rd

DATES.

Dates may be written thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ Feb. 1, 1906

When dates are abbreviated in print, they should be written thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\overline{\text{6}} \cdot \text{6}$ 1.2.06 or 1/2/06

Note.—As in print, no comma is needed in writing the date of a year, *e.g.* :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ 1930

TIME.

Time should be written with the numeral sign between the figures in place of the full stop, thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ 8.30

FRACTION-LINE SIGN.

Ex. *b.* $\overline{\text{2}} \cdot \text{2}$ The Fraction-line Sign must be used to separate the Numerator and the Denominator of a Fraction, thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\frac{3}{4}$ $\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\overline{\text{6}} \cdot \text{6}$ $\overline{\text{7}} \cdot \text{7}$ $\frac{17}{90}$

MIXED NUMBERS.

Mixed Numbers.—In writing a Mixed Number the Fraction must be joined to the Whole Number by a Hyphen, and the Numeral Sign is not repeated before the Fraction, thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\overline{\text{6}} \cdot \text{6}$ $\overline{\text{7}} \cdot \text{7}$ $\overline{\text{8}} \cdot \text{8}$ $4\frac{1}{2}$

To avoid ambiguity, in such a combination of mixed numbers as $6\frac{1}{2}$ — $7\frac{1}{2}$, the hyphen or dash is replaced by the word “to,” thus :

$\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\overline{\text{6}} \cdot \text{6}$ $\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{2}} \cdot \text{2}$ $\overline{\text{3}} \cdot \text{3}$ $\overline{\text{4}} \cdot \text{4}$ $\overline{\text{5}} \cdot \text{5}$ $\overline{\text{6}} \cdot \text{6}$

WEIGHTS AND
MEASURES.

When weights and measures, etc., follow numbers in print, and are spelt out, *e.g.*, *20 yards*, Braille follows print, but a print abbreviation of weights and measures or sums of money is expressed in Braille by writing the abbreviation, without the period, immediately in front of the Numeral Sign, thus :

$\begin{smallmatrix} \bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix}$ 20 yds.

If the print abbreviation gives different values (*e.g.*, lbs. and ozs. or £ s. d.) only the abbreviation for the higher value is used, the lesser value being expressed by a repetition of the Numeral Sign, thus :

$\begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix}$ 3 lbs. 1 oz.

$\begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \text{---}\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix} \begin{smallmatrix} \bullet\text{---} \\ \text{---} \\ \bullet\bullet \end{smallmatrix}$ £6 8s. 10½d.

MONEY.

Sums of money, weights and measures, written in Braille without intervening spaces, form sequences of signs which must not be divided at the end of a line. It is most important to remember that groups of figures and sums of money must never be divided.

The following list gives some of the conventional abbreviations and symbols for money, weights and measures, time, etc. :

pound sterling (£)	l	pound weight	lb
shillings	s	ounces	oz
pence	d	yards	yd
guineas	gs	feet	ft
dollars	lower d	inches	in (spelt out
cents	c		or contracted)
francs	fr	gallons	gal
marks (reich)	rm	quarts	qt
rupees	rs	pints	pt
tons	t	hours	hr
hundredweight	cwt	minutes	min (spelt out
quarters	qr		or contracted)

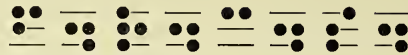
(In addition to this list, any standard abbreviation and symbol may be used.)

EQUIVALENTS FOR
SPECIAL PRINT
SYMBOLS.

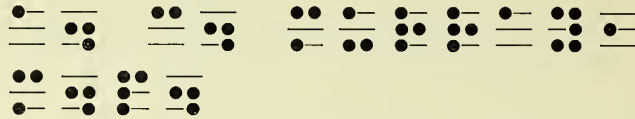
° (degree)	dg followed immediately by the Numeral Sign.
% (per cent.)	middle C, P ($\begin{smallmatrix} \text{---}\bullet\bullet \\ \text{---} \end{smallmatrix} \begin{smallmatrix} \bullet\bullet \\ \text{---} \\ \bullet\bullet \end{smallmatrix}$) followed immediately by the Numeral Sign.
§ (section sign)... ..	S followed by dot 3, followed immediately by the Numeral Sign.
¶ (paragraph mark)	par (spelt out or contracted) followed immediately by the Numeral Sign.
= (equals sign)	two middle C's (dots 2-5/2-5) preceded and followed by a space, except in mathematical books when it should be joined to the figures on both sides.


INITIALS.

Initials of an abbreviation should be written in Braille without intervening spaces and must not be divided :

 F.R.C.S.

Personal initials must be written with intervening space, and may be divided at the end of a line as in print :


 A. C. Murray,
M.P.

 A.
C. Murray, M.P.

Lesson 5.

1 alligator, 2 bats, 3 cats, 4 doves, 5 elks, 6 foxes, 7 geese, 8 horses, 9 iguanas, 10 jays is a funny mixture. If he subtracts 5 he has 2 left. John possesses a small Zoo ; he loves animals. A million is 1,000,000. I came home on Sept. 2nd, 1906, at 6.30 precisely. My son goes on May 3rd at 2.45 p.m. via Tilbury. Is David due 8 a.m. or 8 p.m. ? I see he is a B.A., B.Sc. ; soon he may secure an M.A. degree, if he is lucky. I expect my bag holds 3 cwts. 3 qrs. 9 lbs. 9 ozs. ; approximate value, £5 17s. 8½d. I. Sam. xx. 4 or Acts xii. 6 is my next text. 3½ yds. at 2/11½ is 10/4¼. "Call a 'taxi' at 10.15 p.m." "Yes, twice 941,832 is 1,883,664, I agree."


POETRY-LINE SIGN.

 Poetry should be written as prose, with the Poetry-line Sign (dots 3-4-5) placed after the last word of each line of poetry. A new verse or stanza must be indicated by beginning in the third cell of a new line like a paragraph.

With regard to the use of the Poetry-line Sign, note the following rules :

1. When a line of poetry ends with one or more Punctuation Signs, the Poetry-line Sign must be written in the next space after the last Punctuation Sign.
2. When a line of poetry does not end with a Punctuation Sign, a space must be left between the last word and the Poetry-line Sign.
3. The Poetry-line Sign must always be separated from the word that follows.
4. The Single Poetry-line Sign must never begin a line of Braille.
5. If, for some special reason, poetry be written line for line, as in print, no Poetry Sign should be used.
6. The Poetry-line Sign should not be used at the *end* of a poem or quoted passage of poetry, because its use indicates that another line of poetry follows immediately.

DOUBLE POETRY-LINE SIGN.

 This sign is used where poetry occurs in a prose context to indicate the beginning of poetry. The poetry must be introduced by a Double Poetry-line Sign written in the third and fourth cells of a new line, followed by one space. Inverted commas must be used in Braille if the poetry is quoted.

Prose following poetry must always begin on a new line in the first cell, or if a new paragraph is indicated in print, in the third cell.

APOSTROPHE SIGN. Ex. *d.* — The Apostrophe indicates the omission of a letter or letters. It follows the rules for punctuation. Examples :

— — — — — 'tis — — — — — boy's — — — — — boys'
 — — — — — can't — — — — — conscience'

ABBREVIATIONS. Ex. *e.* — The period must follow an abbreviation as in print. Examples :

— — — — — Dr. T. R. Armitage
 — — — — — etc. — — — — — Mr. — — — — — M.A.

HYPHEN SIGN. Ex. *f.* — The Hyphen must be placed as it would be in ordinary print. It must never begin a line of Braille. Words must only be divided at their proper syllables.

WORD DIVISION. As a guide to the correct division of words, a good Dictionary will be found a help. The following short rule may also prove useful :

If the vowel be long, divide on it (as in mo-tor, ra-ces) ; if short, divide on the following consonant or digraph (as in dan-cer, lob-ster). We need only diverge from Webster in the case of soft C and G. English use requires that in these cases the division be made before C and G, thus ma-gic, tra-gedy, musi-cian. In short, soft C and G should not be separated from the vowel they precede.

One syllable words must never be divided. A division should not be made before a syllable containing a silent vowel, *e.g.*, whis-pered *not* whisper-ed.

Lesson 6.

He is an M.A. He left Europe on June 2nd, '29.* Is he a B.Sc.? Paul Trefusis may apply at Mr. R. S. V. Phillips's home on June 27, 1929. Look up pages 3-10, if he requires exact details. Give me F.H.'s hat at once ! 'Tis true, alas ! he gives bad news. Surely G. M. Graves, F.R.C.S., is an L.R.C.P. or M.D.? Give 'im my book if he wants a true tale. A pretty poem, sadly delicate, runs :—

" Too soon, alas !
 A curfew bell
 Tolls solemnly
 A tragic knell."

a natural village picture, if I may quote Miss Price. 70 degs. is too hot, I feel sure. We five old fogeys sang " John Peel " noisily, I am afraid. I hope I may ask Lt.-Col. L. T. George, C.B., C.M.G., D.S.O.? Yes ! I did say Heb. xiii. 8 (R.V.).

(* For position of apostrophe in '29 see page 16.)

Composition Signs.


Line VII. Table II.

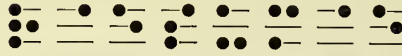

Line VII. is formed by the use of dots 4-5-6.

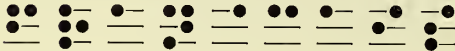
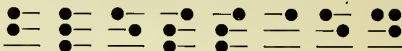
The second, third, and fourth Signs are not used in this Grade. The other four express :

Dot 4 ...	... Accent Sign , Ex. <i>a</i>	Dots 5-6 ...	... Letter Sign , Ex. <i>d</i> (p. 14)
Dots 4-6 {	... Decimal Sign , Ex. <i>e</i> (p. 15)	Dot 6...	... Capital Sign , Ex. <i>c</i> (p. 14)
	... Italic Sign , Ex. <i>b</i> (p. 14)		

ACCENT SIGN.

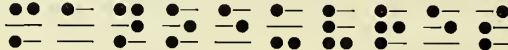
EX. a.  The Accent Sign must be placed before every Letter which in print is marked with any accent or other mark which cannot be expressed in English Braille; but it does not denote the particular accent used. Examples :

 résumé  chalet


 français  blesséd

DIPHTHONGS.

Diphthongs must be written as two letters. Example :

 manœuvres

ITALIC SIGN.


EX. b.  The Italic Sign must be placed before a Word or Letter to indicate that it is in italics.

If more than three consecutive words are to be written in italics, two Italic Signs must be placed before the first and one before the last word of the italicised passage. In long italicised passages, *each* paragraph should be preceded by two Italic Signs, which are not closed until the end of the last paragraph.

Compound words like *sea-lion*, *roly-poly*, etc., and abbreviations such as *i.e.*, *e.g.*, etc., require only one Italic Sign before the first letter.


When several italicised names or titles follow each other, each name or title should be italicised separately.

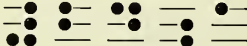
CAPITAL SIGN.

EX. c.  In Braille books where capitals are used, the Capital Sign must be placed before a letter to indicate that such letter is a capital. It should never be used in English books unless specially requested. It must (when used) be doubled before a word or Roman numeral of more than one letter if printed in capitals, or if two or more capital letters are joined together, *e.g.*, ABC, "the side DE in the triangle DEF."

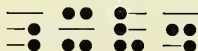
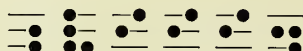
When capitals are used in Braille it is unnecessary to use the Letter Sign as well as the Capital Sign to indicate Roman figures.

LETTER SIGN.

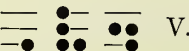
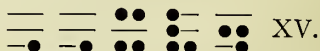
EX. d.  The Letter Sign must be placed before a Letter when it is necessary to distinguish it from a Numeral. Example :

 24a

Roman Figures, which should be preceded and followed by one space, are written with the Letter Sign, thus :

 XV.  VIII.

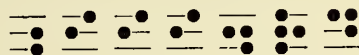
In Braille books when capitals are used, the Capital Sign should be used instead of the Letter Sign, thus :

 V.  XV.

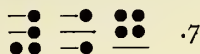
Note.—When print omits the point following a Roman numeral, Braille may do the same.

When groups of Roman figures are divided by the hyphen, the point must follow each number but the Letter Sign should not be repeated after the hyphen. If print uses a dash for joining figures instead of the hyphen, the Letter Sign must be repeated after the dash.

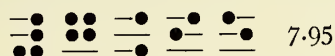
Ordinal Roman Figures must be written thus :



DECIMAL SIGN. Ex. *c.* The Decimal Sign must be placed between the Numeral Sign and any Sign of Line I. in expressing a decimal fraction. Example :



When a decimal fraction is joined to a Whole Number, only one Numeral Sign (that before the Whole Number) is required, thus :



ELLIPSIS.

An *Ellipsis*, or a succession of dots in print, is to be expressed by three consecutive dots 3, to be spaced as an undivided word of three letters, nothing being written against it except punctuation belonging to it, such as a period or opening or closing inverted commas. It may begin a line of Braille.

N.B.—In print, a series of dots at the end of a sentence may indicate a full-stop and ellipsis. The sense must decide which precedes. If the full stop comes first, it is written close up to the last word of the sentence, and in that case a space must be left between the full stop, and the ellipsis following. Examples :—

“ If a . . . bee ”

“ . . . if a bee.”

“ hive. . . . If a bee ”

Compound Signs.

There are four Compound Signs in Grade I. They express :

{ Dots 6, 2-3-6 ... (') Opening Inner Quotation Mark.

{ Dots 3-5-6, 3 ... (') Closing Inner Quotation Mark.

Dots 3-5 3-5 ... (*) Asterisk, Ex. *a.*

Dots 3-6 3-6 ... (—) Dash, Ex. *b.*



{ Dots 6, 2-3-5-6... ([) Opening Square Bracket.





{ Dots 2-3-5-6, 3... (]) Closing Square Bracket.

ASTERISK.

Ex. *a.* The Asterisk must be preceded by one space and followed by one space unless used as a note reference and followed by a number. Where the Asterisks occur as part of a line of print to show an omission, the Ellipsis is used in Braille to save space.

Note.—A line of Asterisks in print denoting a break in the text should be represented in Braille by three Asterisks only, centred on a line to themselves.

DASH. Ex. b.   The Dash must follow the practice of ordinary print, preceding and following words being written close up to it, except at the end or beginning of a line.

DOUBLE DASH.     The Long or Double Dash is used as in print and denotes the omission of words or letters or a break or interruption in conversation, *e.g.* :

Mr. X. went to Z——.



It happened in ——.



Note.—Occasionally print uses the Short Dash in place of the Long Dash, in which case the rules for the Long Dash should be applied.

Order of Composition Signs.

When two or more Braille composition signs or punctuation marks occur together before a word they are placed in the following order :

- The apostrophe precedes the Capital Sign (when used).
- The Letter Sign precedes the apostrophe or Capital Sign.
- The Italic Sign precedes the Letter Sign, the apostrophe, or the Capital Sign.
- Quotation marks or brackets precede any of the Braille composition signs with the exception of the double Poetry-line Sign.

The apostrophe when placed before figures to indicate omission of other figures, should be written after the Numeral Sign, thus :

 '92

Lesson 7.

AN IDYLL.

A maid walks up a quiet lane
A maid walks up a quiet lane
On frolic set, demurely coy ;
A happy, rosy, sunny face
Allures a simple village boy.

Blue eyes gaze up expectantly,
Attractive lips talk mutely too.
Impulsively, decisively,
A village lad resolves he'll woo.

Is Jack's rôle simple? Yes, all he says is :—" We all pay taxes ! " He (Jack) won a prize at croquet on Aug. 22nd. We saw a crimson sunset, . . . a vivid sky. My ticket is No. 1027A. I make 1.125 plus .125 equal 1.25. William I. came 1066 A.D. Recite Psalm cxxiii. 5. I didn't see " James II.'s Reign " on my book-case. I saw Mrs. S—— at Mr. T——'s.

" Oh, yes ! he sang Coborn's ' Two lovely black eyes '—a jolly old tune"—[aside]—" Y-yes, I feel sure he did ! " Cyril's boy is *huge*—he's only twelve ! " He simply says :—" Return at once ! important. "

Note.—The Letter Sign should not be used before stammered words like Y-yes.

The pupil should now be ready to transcribe into the first grade Braille short extracts or other printed matter recommended by the teacher. For the benefit of those who wish to write books in uncontracted Braille, the following rules are given :

General Rules for Writing Books.

In transcribing printed matter into Braille, care should be taken to copy the text *exactly*, and as far as is possible the same arrangements as to chapters, paragraphs, etc., should be followed. The Braille text should also resemble the original text in punctuation and in the use of abbreviations current in ordinary literature. A few rules for guidance in transcribing are given below.

TITLE PAGE.

a. Every Braille volume should contain a Title Page, giving on separate lines the following particulars, and they should follow the original as regards arrangement and grouping as closely as possible, and be written in the centre of the line :

1. Title of Book. 2. Name of Author. 3. Total number of Braille volumes, if possible. 4. Distinctive number of Braille volume. 5. The words "By kind permission of the Author and Publishers," or Editors. 6. Name of Society for whom the book is transcribed, and address. 7. Date of transcription. On the reverse side of Title Page, near the bottom of the page, the number or names of the edition, name of publisher and year of publication should be given.

Writers should put their *name and address in ink* on the binding margin of the Title Page before sending in MSS., and the number of each sheet should be *written above the Braille number, in pencil*.

Following the Title Page or Pages, the Contents should be given, the number of the page being carried to the end of the line.

FIRST PAGE OF VOLUME.

b. The first page of a volume should begin on the third line with the title of the book, followed by the chapter number and the chapter heading, all on separate lines, and arranged in the centre of the line. The first sentence of the volume should begin in the third space of a new line. The first page is not numbered. The second side of a sheet is neither headed nor numbered.

PAGE HEADINGS AND NUMBERS.

c. The Page Heading should be written in the first line of the first side of every sheet except the very first (see Rule *b*). It should contain the title (which should be the name of the chapter or part, if given, or failing this, the title of the book), placed as near the centre of the line as possible ; it may be shortened if necessary. The number of the page (3, 5, 7, 9, etc.) should be placed in the very last spaces of the line. If a new chapter commences on the first side of a sheet, the title of this should be the Heading for that sheet.

Note.—The chapter number is always that of the printed book, while the page numbers re-commence with 1, 3, 5, etc., with each volume.

PARAGRAPHS.

d. A paragraph may begin in the third space of a new line, or it may be indicated by leaving three clear spaces and continuing on the same line. The latter method should not be followed however, if the paragraph is a numbered or lettered section of the text. A paragraph must never begin in the first or second space of a line.

QUOTATIONS.

e. A quotation indicated in print by a change of type, other than italics, should be enclosed in Inverted Commas.

Note.—In the use of inverted commas the transcriber must be guided by sense. For print sometimes uses single and sometimes double commas for ordinary quotation marks. In Braille, the lower “ H ” and lower “ J ” must be used for all quotation marks, except when a quotation occurs within a quoted passage, necessitating the use of the inner quotation marks, *i.e.*, the lower “ H ” preceded by dot 6, and lower “ J ” followed by dot 3.

CHANGE OF PRINT.

f. Change of print type, used for pictorial purposes only, should be disregarded in Braille.

MARGINAL OR
FOOT NOTES.

g. Short notes (not exceeding six words) or short references ; should be inserted in the text, immediately after the word or words to which they refer, and should be enclosed in *square* brackets. Longer notes should be placed at the end of the volume in which the references occur. The references in the text must be numbered consecutively throughout each volume and preceded by the asterisk, *e.g.* :

Such references should be preceded and followed by one space, unless followed by punctuation.

Footnotes when placed at the end of a volume should be headed "Notes" on the third line of a fresh sheet. This sheet should be numbered straight on from the last page of text. The note sheet should have an inner margin of three clear spaces, in which should be written note numbers without asterisks. One clear space should be left after the note number followed by the page and line of the text where the corresponding reference occurs. (See specimen at end of book.) Notes should be numbered consecutively throughout each volume and should recommence at 1.

EXTRACTS.

h. In extracting articles from magazines, etc., an exact reference should *always* be given to the printed source. This can be done effectively in a few spaces, thus:—[*The Times*, 23.9.06].

THE BRAILLE MARGIN.

i. A Sign should never be written in the margin for the purpose of correcting a mistake.

THE VOLUME.

j. About 65-70 sheets make an average-sized volume. At the end of each volume should be written "End of Vol. —," up to the last, the end of which should be indicated by the words "The End." If a volume concludes with a sheet or sheets of Notes, these remarks should be written at the end of the Notes.

THE BIBLE.

k. Authorised Version.—Each verse should be preceded by its number, and treated as a sentence. Paragraph verses should be preceded by three clear spaces or begin in cell three of a new line.

Revised Version.—The verses should not be numbered except the first verse of a new paragraph, which should begin in a new line.

Note.—As the Bible has been published in Braille, it is unlikely that transcribers will be called upon to undertake such work. Specimens of Bible transcription have not therefore been included in this book.

Grade II.

(CONTRACTED BRAILLE.)

TABLE I.

Signs used in Grade II.

LINE I.	{	A ● — —	B ● — — ● —	C ●● — —	D ●● — —	E ● — — ● —	F ●● — —	G ●● — —	H ●● — —	I — ● — —	J — ● — —
LINE II.	{	K ● — — ● —	L ● — — ● —	M ●● — — ● —	N ●● — — ● —	O ● — — ● —	P ●● — — ● —	Q ●● — — ● —	R ●● — — ● —	S — ● — — ● —	T — ● — — ● —
LINE III.	{	U ● — — ● —	V ● — — ● —	X ●● — — ● —	Y ●● — — ● —	Z ● — — ● —	and ●● — — ● —	for ●● — — ● —	of — ● — — ● —	the — ● — — ● —	with — ● — — ● —
LINE IV.	{	ch ● — — ● —	gh ● — — ● —	sh ●● — — ● —	th — ● — — ● —	wh ● — — ● —	ed — ● — — ● —	er — ● — — ● —	ou — ● — — ● —	ow — ● — — ● —	W — ● — — ● —
LINE V. (LOWER SIGNS)	{	, ea — — ● —	; be — — ● — bb — — ● —	: con — — ● — cc — — ● —	. dis — — ● — dd — — ● —	en — — ● —	! ff — — ● —	() gg — — ● —	“ ? — — ● —	” in — — ● — — ● —	” — — ● —
LINE VI.	{	Fraction-line Sign or st — — ● —	ing — — ● — ● —	Numeral Sign or ble — — ● — — ● —	Poetry Sign or ar — — ● — — ● —	Apostrophe Sign — — ● —	Hyphen or com — — ● —				
LINE VII.	{	Accent Sign — — ● —	Initial Signs (Ex. 6) — — ● — — ● — — ● — — ● — — ● —				Italic or Decimal- point Sign — — ● — — ● —	Letter Sign — — ● — — ● —	Capital Sign — — ● —	Final Signs (Ex. 7) — — ● — — ● — — ● —	
COMPOUND SIGNS :		Asterisk (*) — — ● — — ● —	Dash — — ● — — ● —	Inner Inverted Commas — — ● — — ● — — ● — — ● —				Square Brackets — — ● — — ● — — ● — — ● —			

TABLE II.

SIGNS.		WORD SIGNS.				Final Signs.		
		Column 1. Simple Signs	Initial Signs.			Column 5. Preceded by Dots 4-6.	Column 6. Preceded by Dots 5-6	Column 7. Preceded by Dot 6.
			Column 2. Preceded by Dot 5.	Column 3. Preceded by Dots 4-5	Column 4. Preceded by Dots 4-5-6.			
LINE I.		a	...	...	...	...	...	...
		but	...	...	...	...	...	...
		can	...	...	cannot	...	...	...
		do	day	...	...	ound	...	...
		every	ever	...	...	ance	ence	...
		from	father	...	...	...	...	...
		go	...	...	...	...	ong	...
		have	here	...	had	...	...	...
		I	...	...	...	...	...	...
		just	...	...	...	...	...	...
LINE II.		knowledge	know	...	...	...	...	...
		like	lord	...	...	...	ful	...
		more	mother	...	many	...	...	...
		not	name	...	...	sion	tion	ation
		O	one	...	...	...	...	...
		people	part	...	...	...	...	...
		quite	...	...	...	...	...	...
		rather	right	...	...	...	...	...
		so	some	...	spirit	less	ness	...
		that	time	...	...	ount	ment	...
LINE III.		us	under	upon	...	...	...	...
		very	...	...	...	...	...	...
		will	work	word	world	...	...	...

TABLE II.—*continued*

SIGNS.		WORD SIGNS.				Final Signs.		
		Initial Signs.						
		Column 1.	Column 2.	Column 3.	Column 4.	Column 5.	Column 6.	Column 7.
		Simple Signs	Preceded by Dot 5.	Preceded by Dots 4-5.	Preceded by Dots 4-5-6.	Preceded by Dots 4-6.	Preceded by Dots 5-6.	Preceded by Dot 6.
LINE III. (<i>cont.</i>)		it	...	...	...	...	...	...
		you	young	...	...	...	ity	ally
		as	...	...	...	...	...	...
		and	...	...	...	...	...	...
		for	...	...	...	...	...	...
		of	...	...	...	...	...	...
LINE IV.		the	there	these	their	...	...	...
		with	...	...	...	...	...	...
		child	character	...	...	...	...	...
		shall	...	...	...	...	...	...
		this	through	those	...	...	...	...
		which	where	whose	...	...	...	...
LINE V.		out	ought	...	...	...	...	...
		be	...	...	...	...	...	...
		enough	...	...	...	...	...	...
		to	...	...	...	...	...	...
		were	...	...	...	...	...	...
		his	...	...	...	...	...	...
LINE VI.		in	...	...	...	...	...	...
		into	...	...	...	...	...	...
		was or by	...	...	...	...	...	...
		still	...	...	...	...	...	...

Grade II.—Contracted Braille.

In drawing up the following rules for Grade II. it is assumed that those who wish to learn this Grade are already thoroughly acquainted with Grade I., as instructions which apply to both Grades will not be repeated in this Primer. The Signs which are in Grade I. have the same meaning in Grade II., but as will be seen from Tables I. and II., they are also used to express various other meanings.

Capital Sign.—Capital Letters, and consequently the Capital Sign, are not used in this Grade except in certain school books, or when specially desired.

Before proceeding to the Signs and Contractions in detail, a few observations and definitions may be helpful.

DEFINITION OF CONTRACTION.

a. Contraction.—A Sign which is used to express more than one Letter.

b. One-celled Contraction.—A Contraction which only occupies one space or cell.

c. Two-celled Contraction.—A Contraction which occupies two spaces or or cells.

d. Lower Sign Contraction.—A Contraction which contains neither Dot 1 nor Dot 4.

Compound Lower Signs.—A Lower Sign Contraction which occupies two spaces or cells but which counts as one.

e. Word Sign.—A Contraction which is used to express a whole Word, whether it occupies one or two cells.

f. 7th Line Signs.—Contractions which are formed by means of one of the Signs of Line VII. (Dot 5, Dots 4-5, Dots 4-5-6, Dots 4-6, Dots 5-6, Dot 6) placed before a letter. These are divided into :

Initial Signs.—Contractions which are formed by means of one of the Signs of Line VII. (Dot 5, Dots 4-5, Dots 4-5-6) placed before the initial letter.

Final Signs.—Contractions which are formed by means of one of the Signs of Line VII. (Dots 4-6, Dots 5-6, Dot 6) placed before the terminal letter.

CONTRACTION OF PROPER NAMES.

Contractions may be used in all English proper names unless their use is likely to cause difficulty to a reader, when they should be spelled out the first time and contracted afterwards.

FOREIGN PROPER NAMES AND WORDS.

Unfamiliar foreign names should be spelt out once.

Names occurring in foreign context should be treated as foreign words. Foreign words must not be contracted.

In cases where a Word may be contracted in more ways than one, that way should be selected which produces the most readable combination of Dots.

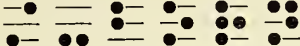
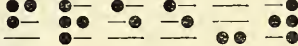
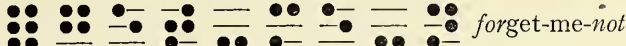
Note.—When a group of letters in an example in this Primer is printed in italics, the italicised letters denote a Contraction.

Simple Signs of Column I.

Contractions of Column I. (Word Signs), with the exception of *and*, *for*, *of*, *the*, *with*, *be* and *in*, may only be used for the whole words for which they stand ; nothing may be added to them (*e.g.*, “ peoples ” and “ wills ” having a plural *s* must be written in full). They may, however, be contracted before the apostrophe in such expressions as “ can’t ”, “ you’re ”, etc.

Column I. Word Signs must not be used to form proper names, *e.g.*, Mr. Will More.

The Signs of Column I., with the exception of “ to ”, “ into ”, and “ by ”, may be joined to other Words by the Hyphen to form Compound Words.

Examples :  Still-born  free-will
 forget-me-not.

These Word Signs, with the exception of the Lower Signs, may be preceded by the contractions for *to*, *into* and *by*, and may be used when followed by the apostrophe in familiar expressions such as *y're* for *you're*, *t's* for *that's*.

Column I. contractions cannot be used to form parts of words when such words are divided at the end of a line, *e.g.*, *like-ly*.


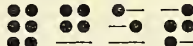
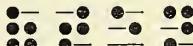

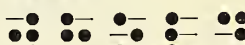
Lesson 8.

That boy William will do very well at College ; he absorbs knowledge quite easily. I do not like quite so tall a tree on that lawn ; it hides my special view. Local support, you say, made it very significant, but my people like just a few more novelties. I am quite sure I did not put Will's can on that rack ! Can I have mislaid it on my way home ? “ I don't say you will have won ‘ every ’ vote but you will have rather a brilliant record.” A *People's Palace* will give more sport but not if people do not support it ! William McCan is quite as just as Dr. More—more so, I am sure. “ Every home is tidy ; people have more ‘ knowledge ’ or ‘ leisure ’ so do not live quite so squalidly. Peoples, like places, improve from every angle—so life will go on.” If free-will can do that . . . extra pressure will do more. I can do so small a task from knowledge . . . says Mr. Havelock. You can go if you will, but as you do not tell us quite all, I rather hope you will not go. You can go at 2.30 as you have made a score.

TABLE I.
LINE III.

Line III.

The last five Signs of this Line express the following Words :

AND	Dots 1-2-3-4-6	...	and	...	Example :  hand.
FOR	„ 1-2-3-4-5-6	...	for	...	„  forget.
OF	„ 1-2-3-5-6	...	of	...	„  often.
THE	„ 2-3-4-6	...	the	...	„  then.
WITH	„ 2-3-4-5-6	...	with	...	„  withhold.

These signs are used as separate Words, and whenever they occur as part of a Word, in preference to any other contractions, unless their use should waste space.

The Signs *and*, *for*, *of*, *the*, *with*, and the Word *a*, should follow each other without a space between, wherever the sense permits.

Note.—In phrases where these signs form part of a verb, *e.g.*, “ A picture we talk of and admire,” a space should be left between them.

Lesson 9.


































"Do ask for another cup of coffee for me, Dodo!" I can add that it is not very likely Handley will withdraw the notice, if you agree. The maître d'hôtel will hand every boy and girl a packet of food for the boat and as the Cannes express will go at 10.45 from platform 6 we will go off soon. "I say, they have quite withdrawn from the Club but I have no official knowledge of it as yet." You can draw a triangle ABC and bisect it at the base at D. It is just a mathematical theorem from Euclid. Theo Andrews can do the "grandee" theme very well and will not bother like the others if I go on and off the platform with the *props*. If I go with the people's boxes I will not see you. As I came off the 'bus at the Canford office I have an idea I saw Beckwith on the other side of the road. Will is rather off-hand with the village people and they do not like it, but he is very just. I gather from Sandy that Geof. says "It is very bad form" and as for the report on more scandal from Scotland, I have no official knowledge of it, so you can do as you like with that note, but do not hand it on. For the Hospital sale I have 14 lbs. 8 ozs. of candies and 13½ yds. of soft silk, 45.5 ins. wide. That man asks for and demands £15 6s. 0½d. but will not get it for we can afford no big sum like that. He came for and with the knowledge of the people of Blandford he assures me. "Recite for me quite softly, if you can :—

'Oh . . . go and call the cattle home,
And call the cattle home,
And call the cattle home
. . . the sands of Dee.'"

Line IV.

TABLE I.
LINE IV.

The *nine Signs* of this Line, when they form part of a Word, express the following Letters :

CH	Dots 1-6	...	...	ch	...	Example :					<i>chalk</i>
GH	„ 1-2-6	gh	...	„						<i>ghetto</i>
SH	„ 1-4-6	...	...	sh	...	„					<i>sheet</i>
TH	„ 1-4-5-6	...	...	th	...	„					<i>thrush</i>
WH	„ 1-5-6	...	...	wh	...	„					<i>whole</i>
ED	„ 1-2-4-6	...	...	ed	...	„				<i>red</i>	
ER	„ 1-2-4-5-6	er	...	„						<i>better</i>
OU	„ 1-2-5-6	...	...	ou	...	„					<i>cough</i>
OW	„ 2-4-6	...	...	ow	...	„					<i>show</i>

COMPOUND
WORDS.

These signs may be used wherever they occur, except where bridging the component parts of a compound word or if likely to prove a hindrance to the reader.

Ex. : *hedgerow* ; *mishap* ; *stronghold* ; *outhouse*.

Contractions, with the exception of *be*, *con*, *dis*, are to be regarded as sequences of letters, and may be used in all words unless they overlap well-defined syllable divisions or are likely to lead to obscurity in recognition or pronunciation.

When words are divided at the end of a line, the division must be at the end of a syllable.

Note.—The Double-Letter Signs are not considered to lead to obscurity because they retain their original letter form.

In cases where a word may, according to the above rules, be contracted in two or more ways, each saving the same amount of space, that way should be selected which produces the most readable combination of dots. For instance, when *d*, *r*, and *n* follow *one*, contract *ed*, *er* and *en* in preference to *one*.

Ex. : *toned* is better than *toned*, *prisoner* than *prisoner*.


TABLE II.
COLUMN I.
LINE IV.

When these *five Signs* stand alone they express the following Words :

CH	ch	...	child
SH	sh	...	shall
TH	th	...	this
WH	wh	...	which
OU	ou	...	out

CHAPTER SIGN.

Ch when joined to the Numeral Sign and its number, is also used to express the Word "chapter"; it may only be used in page headings and references.

Ex. :  Chapter 2

If the abbreviation "ch" for chapter is used in print but *not* followed by a number, in Braille the "ch" must be followed by the period, as "ch" standing alone is "child."

Lesson 10.

William of Normandy reigned from 1066-1087 and then this land prospered. "Did the child say 1066-87?" Can you remember whether the Roman soldiers landed 55 B.C. or later? Which is the ceded colony you told me of as we sat at supper that merry night? Without my notes I have a very poor memory and forget so easily the out-of-the-way facts. At that show on the Islands, a man with a rather lofty brow, a loud cough and a ghoulis face leered at me and shouted :—"Look-out! Child, you'll get knocked down if you trot as slow as that!" For lunch at the golf course we have rolls with fresh butter and rather chalky cheese with a glass of Devonshire cider or white coffee. My journey out will have exceeded £58 7s. 6d.—more than I told you at the outset—but it is quite worth while and I shall love every bit of the tour. My brother Anthony's knowledge of theology is better than my other brother's knowledge of mathematics or literature. Bertha did not weigh more than 7 st. 8 lbs. six months ago and now is roughly 8 st. 9½ lbs., which is not bad for her height, but she is rather *too* plump now. Unfortunately the shower at the flower-show quite spoiled our clothes but they will do once more. Crowther tells me Mr. G. H. Taylor, M.P., is a B.Sc. as well as the member for Courtney Towers, or is it Andover? I forget which he told me. You might look for "As you like it", Act II. 1. 5, as soon as you can for I have handed over my copy. Who is the author of

"Why so pale and wan, fond lover?
Prythee, why so pale?"

and how can I trace the writer of

"As made us nobly wild, not mad,
And yet each verse of . . .
Outdid the frolic . . ."

I can't remember the verse altho' I have a very fair knowledge of poetry, but of a more modern age. I have a bedroom at the Café which is very nice with red and white paper but it is too flashy for the likes of me. Life-like thrushes wander over my bed-cover and the cushions of soft silk hung with flowers cheer me and though the whole room is a luxurious effort I feel it "outlandish"—rather like foreign towns. I shall describe my aeroplane as "grand form" or "A1, full proof." I hope the roof of the shed will hold it down.

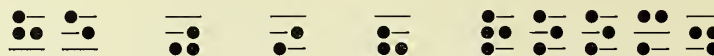
TABLE II.
COLUMN I.

Lower Sign Contractions.

General Rules for Lower Signs.

- (a) Any number of Lower Sign Contractions may be used in succession, provided they are separated by a space.

e.g., He was in his room.

TABLE I.
LINE V.

- (b) Two Lower Sign Contractions (*be*, *con*, *dis* excepted, because these contractions must *begin* a word or line, see Rule 5, page 29), may be used in succession without a space between, provided one of them is in contact with a Sign containing Dot 1 or Dot 4.

Ex.: *linen* *to enter*

TABLE II.
COLUMN I.

- (c) If not in contact with a Sign containing an upper dot, two Lower Signs may never be written together; for instance, "was" must be uncontracted if that Word is followed by a Punctuation Sign.

Ex.: *was* *that* *so* ? *It* *was*.

- (d) It follows from this that two Lower Signs may never be written together with a space on either side.

Ex.: *by his side*
 at his side

- (e) Three or more Lower Signs must not be written together unless all are Punctuation Signs.

Ex.: *"to consider"*

COMPOUND LOWER
SIGNS.

- (f) The Dash and the Sign for *into*, although written in two cells, are each one Compound Lower Sign and may therefore be joined to another Lower Sign if in contact with a Sign containing an upper dot.

INTO
DASH

Ex.: *into distress* *given—*

SQUARE
BRACKETS.
INNER INVERTED
COMMAS.

The Square Brackets and Inner Inverted Commas (inner quotation marks) are also Compound Lower Signs. They also count as one lower Sign only.

Line V.

TABLE I.
LINE V.

The Contractions of this Line are all subject to the above General Rules and have five different uses as follows :

1. Signs which may stand at the beginning, or in any part of a Word, see (b) and (e), above.

Dots 2-6 express **en** Ex. : entry

„ 3-5 „ **in** „ rain intent

TABLE II.
COLUMN I.

2. With the exception of *to*, *by*, and *into*, lower Word Signs must be preceded and followed by a space.

In and *enough* should be preceded and followed by a space, but can also be joined to a dash or hyphen, provided they are in touch with a sign containing an upper dot, *e.g.* :

That was enough—but

BE

Dots 2-3 express **be** Example : *be kind*

ENOUGH

„ 2-6 „ **enough** „ *enough for us*

WERE

„ 2-3-5-6 „ **were** „ *we were thine*

HIS

„ 2-3-6 „ **his** „ *his house*

IN

„ 3-5 „ **in** „ *in vain*

WAS

„ 3-5-6 „ **was** „ *was he*

N.B.—*Be*, *was*, *his* and *were* should not be contracted before or after the dash, as they might be confused with punctuation signs. When preceded or followed by Punctuation, or any other Sign, the Word must be spelt out, *e.g.* :

It was enough.

It was not to be.

3. Signs which express a separate Word but which must be joined to the Word that follows.

TO

Dots 2-3-5 express **to** Example : *to him*

INTO

„ 3-5, 2-3-5 „ **into** „ *into this*

BY

„ 3-5-6 „ **by** „ *by whom*

The Contractions *to*, *into* and *by* are always to be written close up to the Word which follows, and may not be used unless they can be so written ; thus the Sign for *by* is distinguished from the Sign for *was*. They may be contracted before the Numeral, Capital, Italic and Letter Signs, but not before the apostrophe or any other Punctuation or Braille Composition Sign.

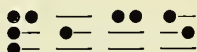
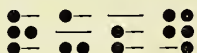
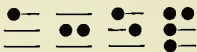
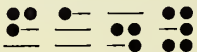
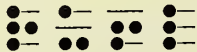
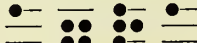
In such phrases as “ It was referred to yesterday,” “ He was passed by when others were noticed,” “ to ” and “ by ” should be written in full as they refer to the preceding verb and not to the words that follow them.

Lesson 11.

It was a slanderous attempt to intimidate the people but was settled in the end by order of the Court, with the full knowledge of his Counsel. His was the third case to be looked into by the Judge for a few of them were passed by. Were his forms quite correct? They were. My brother-in-law, Robert Handsworth, has been generous enough to reduce his tenants' rents and has informed them of his wishes without delay. His people are quite well-off—but even if they were not rich Bobs might do this for he is kindly by nature. By-and-by I hope to be in Turin and will go into the matter; then it will be “*To be or not to be.*” Trafford tells me enough's been given away of that case to the people in the papers to cause a public scandal; I hope it will be looked into by my chief. “You might go by Bedford Row shop, off St. James's and purchase $5\frac{1}{2}$ yds. of linen, which I think will be 14s. 11 $\frac{1}{2}$ d.” It was by his order that I went to the theatre and it was a very fine show indeed. Atherton passed by the boat-house, looked in, and sure enough we were more than happy to see the lad—as like my brother as can be. “Was his book printed in ‘black type’?” “It was,” (probably) “or rather *they* were, for his tale was published in two volumes.” I often wish it were fine enough to take our own child and Althea Withers' four infants to the North in April. The boys have not enough to do to keep them amused indoors and outside is too cold so they get into all kinds of mischief, even out-of-doors. When I take over the Shalltons' house I shall ask them to re-do the outside, for I do not wish extra outlay; I am out-of-pocket enough over this without further expense. “My bedroom at the Châlet is 12 ft. by 9 by 8. It was poorly furnished, but with fresh curtains, my satin eider-down, etc., it will soon look more home-like.” Messrs. W. H. Smith have lovely books for presents this term; I can buy three or four as I shall be better off now.

TABLE I.
LINE V.

4. Signs which may only stand *between* two Letters (or Contractions) of the same Word, on the same Line of Braille.

EA	Dot 2	expresses	ea	Example :		peace
DOUBLE LETTERS :						
BB	Dots 2-3	express	bb	„		rubber
CC	„ 2-5	„	cc	„		accept
DD	„ 2-5-6	„	dd	„		faddy
FF	„ 2-3-5	„	ff	„		ruffle
GG	„ 2-3-5-6	„	gg	„		aggravate

Note.—These Contractions should not be used where there is an alternative, *e.g.*, wedding, coffee.

The contraction for *ea* is used in preference to *ar* in words like “bearded,” “year,” etc. When, however, a Prefix is placed before a Word beginning with the letters *ear*, the Contraction for *ar* is retained, *e.g.*, *unearthly*, as readers are used to this contraction in “earth.”

Lesson 12.

"Hogg writes to me of the grandeur of the landscape of Northumberland. He says :— 'This rugged and bleak cliff-like outline is very grand but oddly enough, softer beauty offers more repose to me.' I have just been to enquire into and reply to that form you sent me. Do you mean the Tariff-reform leaflet? What do you think? we bagged a few whitish swallows' eggs but they were all addled! By and by I want to read Addison's "Ned Softly"; I imagine he read Poetry so that he might quote choice morsels. We were mobbed by ruffians and with the thermometer at 90°, it occurred to me we might do better outside, though it was as bad with people outside as in. I have enjoyed "Invictus" but have quite forgotten how it goes : I have an idea it is :—

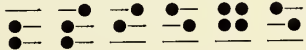
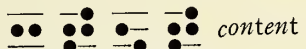
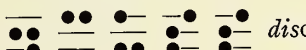
"Out of the night that covers me,
Black as the pit from pole to pole,
I thank . . . be
For my . . . soul."

W. E. HENLEY.

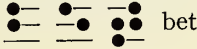
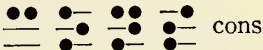
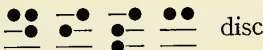
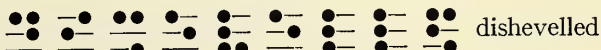
but am not quite sure. My doggy is a member of the Tail-waggers' Club; he is a rough haired terrier and I have shown the small chap at a few dog-shows with success. Shall I readdress that note to Maggie? It is a very foggy night and she will not get home until late as she has thousands of odds and ends to see to. Do you say "people" or "peoples" in the case of America? If the Chief will accede to this sudden demand pandemonium can be avoided and we can look out for success. I have just seen a note from Alexander's brother in which he says the former is very fit now so that upsets the Dr.'s theory does it not? His bill, by the way, was £39 15s. 6d.—very heavy I think—but the boy refused my offer of help. Do be kind enough to go and ask that child outside to be more quiet; he is a real ruffian!

TABLE I.
LINE V.

5. Signs which (except when "be" stands alone) may be used only when these Letters form the first Syllable of a Word, or a Syllable at the beginning of a Line. When Syllables at the beginning of a line they must be followed by another letter or contraction. For example, *con* cannot be used in the divided words *ba-con*, *dea-con*, etc., but can be used in *dea-conry*.

BE	Dots 2-3	express	be	Example :		<i>besiege</i>
CON	„ 2-5	„	con	„		<i>content</i>
DIS	„ 2-5-6	„	dis	„		<i>discuss</i>

Note.—When *be*, *con* and *dis* do not form the first Syllable of a Word, or a Syllable at the beginning of a Line (as in a divided Word), they must be written in full, *e.g.* :

 *bet*
 *cons*
 *disc*
 *dishevelled*

Lesson 13.

Will you admit that his motives were—in the final analysis—distinctly selfish? This sudden offer was, or appeared to be, enough, and a sufficient reason for content on both sides. You have every hope of success, so why discuss this point now when he has let the matter slip by, so that it is sure to be looked into by officials. I was occupied with “The House of Rothschild”, when all of a sudden, I heard a noise and by and by, saw a man walk to and fro and then enter into the next room. It was a real to-do over Huddersfield, and I confess I was pleased, but can we believe or disbelieve the report that they won by 234. My expenses came to £5 for that show but it *was* an AR affair. We will be on the beach at ebb tide, but will not bathe till the tide has ebbed, for that child of Enid’s is as nervous as she can be. “I say, what does ‘R.S.V.P.’ mean?”

I have consulted with Messrs. Conrad More and Co., over the offer for the converted house, with which I am concerned, but I do *dislike* concrete walls! They become shabby so soon and I consider a self-contained flat to be distinctly better to begin with and quite enough to manage. Connie’s child behaves very badly and I find it difficult to reconcile her conduct or believe she can be contented, for a more discontented child I have seldom met and her unbecoming ways and unladylike manners distress me considerably. To discuss the hobbies we like and dislike with each other will be more than a pleasure and it occurs to me we may find Bobby in the coffee-room and we can beguile the hours with an informal concert, for Bobby performs on a fiddle or a ‘cello—to the dismay of his people—or may-be we can discuss the pros and cons of the new concern. It will be looked into by officials from the — Office and disclosures will be made which will result in—to go by what I have just heard—a conclusive and undisputed acquittal. When you hand over the dishes be sure you ask for a disc or they may disappear for I do not like the band people. Can you remember who wrote:—

“I do not need you changed, dissolved in air,
Nor rarefied;—












I need you all imperfect as you were,
. . . at my side.

“I ask, I seek, and to the empty air,
In vain I cry;
The God they worship, if He hears my prayer,
Makes no reply.”

Line VI.

TABLE I.
LINE VI.

The *first, second, third and fourth* Signs of this Line express the following Letters:

ST	Dots 3-4	...	st	Example :	   stain
ING	„ 3-4-6	...	ing	„	   bring
BLE	„ 3-4-5-6	...	ble	„	   able
AR	„ 3-4-5	...	ar	„	  bar

These Signs follow the rule for the Signs of Line IV., except that the second and third Signs *ing*, and *ble*, may not be used at the beginning of a Word. Example: *ingraft*, *blemish*, **not** *ingraft*, *blemish*.

Note.—*ing* and *ble* may be used at the beginning of a line in a divided word.

COM (<i>sixth Sign</i>)	Dots 3-6	...	com	Example :	    compact
---------------------------	----------	-----	-----	-----------	---

TABLE II.
COLUMN I.

The Sign *com* may only be used at the beginning of a Word or a Line. It must not be used when it would be in contact with a Hyphen or Dash. It need not form a Syllable.

ST

When the Sign *st* stands alone it is used to express the Word *still*; *st.* (the contraction followed by the point) for the contracted form of *street* and S. or ST. (in full) for *Saint*, according to the printed text.

The contracted form of *st* and *th* should join the numbers when writing dates, *e.g.*, May 1*st*, June 20*th*.

Dots.	At beginning of a Word.	Within a Word.	At end of a Word.
2	—	ea	comma
2-3	be	bb	semicolon
2-5	con	cc	colon
2-5-6	dis	dd	full stop
2-3-5	to	ff	exclamation
2-3-5-6	opening bracket	gg	closing bracket
3-5-6	by	—	closing inverted comma
3-6	com	hyphen	hyphen

Lesson 14.

Shakespeare is a dramatist of the first rank, his plays are both interesting and exciting ; just a very few years ago no house was considered well-furnished that did not have a Bible on the drawing-room table, Shakespeare's Plays in front of the window and an aspidistra on the Shakespeare. We are thinking of crossing the Andes if we are able to spare a few more weeks on our trip, but it will be a problem to arrange every item so as to prevent unforeseen discomforts. In this scene of " She Stoops to Conquer " we have shown you Mr. Marlowe and Mr. Hastings treating Mr. Hardcastle as the inn-keeper, and, moreover, as the scene continues the more comic it becomes. That Scandinavian student is studying art—still-life, I think—but he has not an earthly, or unearthly, hope of " arriving " at the Academy ! The Company's new warehouse and offices, in St. Mary's Street, Westcliff-on-Sea or Southend, have an uncommonly fine and commanding site—not far from St. Charles's Square—and it will be a remarkable place when completed. The staff are fortunate in having comfortable quarters, and I hear other Combines are thinking of coming to the town towards the end of the year with the idea of accommodating temporary staffs in this grand building. We started out to visit the Crumbles and were still admiring and wondering at the beauty of the sea, as seen from the sea-shore, when a distant clock struck 4 p.m. and we were compelled to scramble back to Eastbourne as soon as possible ; but though contrary to prearranged plans we did not complain. Will you be able to reach us quite early—say 6 in the evening—on the 24th, as if so we can go to that orchestral concert in the Parish Hall. People say our string band is quite impossible, but we like to contrive an enthusiastic welcome for we dislike complacent folk, and they do the best they can. I wonder whether the hinge of the outhouse door is quite reliable ; it struck me it was starting to creak last week.

Signs of Columns 2 to 7.—Line VII.

The Signs of Columns 2, 6 and 7 are not to be treated as Lower Signs.

Ex. into some to comment

Initial Signs of Columns 2, 3, 4.

TABLE I.
INITIAL SIGNS
OF LINE VII.

The Contractions formed by the Signs of Line VII. are divided into Initial and Final Signs according as the Signs are placed before the first or last Letter of the Contraction.

Initial Signs	{	Dot 5	and Initial Letter	...	column 2.
		Dots 4-5	„ „ „	...	„ 3.
		Dots 4-5-6	„ „ „	...	„ 4.

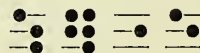
TABLE II.
COLS. 2, 3, 4.

The Initial Signs of columns 2, 3 and 4, may be used as Words or parts of Words, and may be preceded by two Lower Sign Contractions or by any number of Punctuation Signs, but should not be used if the group of Letters suggested by their use is likely to prove a hindrance to the reader, *e.g.*, colonel, coupon.

If the same space is saved simple contractions are better than two-celled Word Signs, *e.g.*, “ha/dd/ock” not “had/dock.”

The Contractions for *one* and *here* should not be used when followed by *d*, *r* or *n*, *e.g.* prisoner, adhered, etc., as the *ed*, *er* and *en* contractions are much simpler to read and only take the same space.

Note.—The Contractions “where” and “ever” may not both be used in “wherever” as they result in wrong spelling. It should be contracted thus



Lesson 15.

Many foolish young people and some who are not so young are too stupid to understand anything outside their own circle of interests, and cannot think it possible that they may be mistaken in their ideas. These characters are very difficult to deal with wherever one comes in contact with them in everyday work—they wish to set the world to rights without knowing enough to do so. Jones's mother is one of those rare people from whom one cannot part without regret. Her spirit of fun carries her through all troubles without becoming dispirited and every child and young person knows at once where he can find an understanding friend at any time. Her father was Lord Underwood, whose name was well known in this part of the world as a generous landlord and who was considered to be a clever and honest statesman. I like this novel, one of the critics tells us:—“Here is one of the best books of the year—a brilliant character study.” When I was doing some work on those Charters Mr. Constable told me of several mistranslated words, which had escaped my father's notice, and were enough to alter the character of that part of the work. One needs to persevere for some considerable time to know enough Old English to understand these complicated passages. I cannot understand why you departed from this part of the village, where you were so comfortable. I thought you were never going to leave.

Final Signs of Columns 5, 6, 7.

TABLE I.
FINAL SIGNS OF
LINE VII.Line VII.—*continued.*

Final Signs	{	Dots 4-6 and Final Letter	...	column 5.
		Dots 5-6 „ „ „	...	„ 6.
		Dot 6 „ „ „	...	„ 7.

TABLE II.
COLS. 5, 6, 7.

The Final Signs of columns 5, 6 and 7, may only be used as parts of Words, and may not be used at the beginning of a Word. It is always advisable to use $\begin{smallmatrix} \text{---} & \bullet\bullet \\ \text{---} & \bullet\bullet \\ \text{---} & \bullet\bullet \end{smallmatrix}$ rather than $\begin{smallmatrix} \bullet\text{---} & \bullet\text{---} & \bullet\bullet \\ \bullet\text{---} & \bullet\text{---} & \bullet\bullet \\ \bullet\text{---} & \bullet\text{---} & \bullet\bullet \end{smallmatrix}$ to express the sequence of letters "ation."

Note.—A final Sign should never be used after the Hyphen in an hyphenated Word, *e.g.*, never-to-be-fulfilled. Also, they may only be used as parts of a Word.

Lesson 16.

Once upon a time there were many gods amongst the people, and they lived in a city upon a mountain, under which flowed a beautiful river abounding with many fish. These their slaves caught in cleverly contrived nets, partly worked in silk. Early each day, those of the slaves who had learned the work were given word to go down to the river where the current ran strongest, and there throw their nets. One day, the youngest of the child-slaves cast her net into the stream, and when she had brought it in, with difficulty, she found it was full of golden treasure. Never having seen anything like it, she looked round, and found her father standing quite close to her. "Lord," she cried, "Come and see that which I have caught by chance in this net!"—and tugging her father's hand, she led the way. They reached the net and, in astonishment, the child's father saw a large quantity of bright metal vessels, the like of which he had never seen. "Gather them up," cried the man to the girl, "and bring them to my house," adding as a last thought, "these will be an addition to our wealth." "Not so," replied the child, "for does not all that comes from the river belong to the gods?" "Thou sayest right," answered her father, "but it were a pity for us not to have any, so do as I say." The girl then paddled into the stream and balanced one of the vessels in her hand. "You lubber!" cried her father in accents shrill, "what have you done?" Thereupon, there was a loud detonation as the whole contents of the net disappeared in a cloud of smoke, out of which appeared the figure of Coffetus, the god of the river, striding forward through the smoke. He brought his hand down heavily on the slave's shoulder, bearing her to the ground. "How say you, spiritless wretch!—by whose authority have you dragged from the river the priceless possessions of this world? Depart from me, lest I despatch you on a journey from which you shall never return!"

List of Abbreviated Words.

ab	about	cd	could	sch	such
abv	above	shd	should	tgr	together
ac	according	wd	would	o'c	o'clock
acr	across	concv	conceive	perh	perhaps
af	after	concvg	conceiving	pd	paid
afw	afterward	dcv	deceive	qk	quick
ag	again	dcvg	deceiving	sd	said
agst	against	percv	perceive	to-d	to-day
al	also	percvg	perceiving	to-m	to-morrow
alm	almost	rcv	receive	to-n	to-night
alr	already	rcvg	receiving	hm	him
alt	altogether	dcl	declare	xs	its
alth	although	dclg	declaring	yr	your
alw	always	rjc	rejoice	myf	myself
bec	because	rjcg	rejoicing	thyf	thyself
bef	before	ei	either	hmf	himself
beh	behind	nei	neither	herf	herself
bel	below	gd	good	xf	itself
ben	beneath	grt	great	onef	oneself
bes	beside	imm	immediate	yrf	yourself
bet	between	ll	little	ourvs	ourselves
bey	beyond	lr	letter	yrvs	yourselves
bl	blind	mst	must	themvs	themselves
brl	Braille	mch	much		
chn	children	nec	necessary		

The preceding List Alphabetically arranged :

about	ab	children	chn	o'clock	o'c
above	abv	conceive	concv	oneself	onef
according	ac	conceiving	concvg	ourselves	ourvs
across	acr	could	cd	paid	pd
after	af	deceive	dcv	perceive	percv
afterward	afw	deceiving	dcvg	perceiving	percvg
again	ag	declare	dcl	perhaps	perh
against	agst	declaring	dclg	quick	qk
almost	alm	either	ei	receive	rcv
already	alr	good	gd	receiving	rcvg
also	al	great	grt	rejoice	rjc
although	alth	herself	herf	rejoicing	rjcg
altogether	alt	him	hm	said	sd
always	alw	himself	hmf	should	shd
because	bec	immediate	imm	such	sch
before	bef	its	xs	themselves	themvs
behind	beh	itself	xf	thyself	thyf
below	bel	letter	lr	to-day	to-d
beneath	ben	little	ll	together	tgr
beside	bes	much	mch	to-morrow	to-m
between	bet	must	mst	to-night	to-n
beyond	bey	myself	myf	would	wd
blind	bl	necessary	nec	your	yr
Braille	brl	neither	nei	yourself	yrf
				yourselves	yrvs

Abbreviated Words given in the preceding list may be used in combination with other Letters, but no addition may be made to any of them which would result in wrong spelling, or in the production of a difficulty to the reader, *e.g.* : If *ed* were added to the Abbreviation for "blind," the word would be "bled," and *ation* to *declare* would result in wrong spelling. ABBREVIATIONS SHOULD NOT BE USED TO FORM PARTS OF OTHER WORDS UNLESS THEY RETAIN THEIR ORIGINAL MEANING, AS IN *afternoon*. For example, in the following Words Abbreviations must not be used : *rafters*, *merits*, *mustard* or *shoulder*.

An abbreviated Word must not be divided at the end of a Line. This does not apply to any additional Syllable, *e.g.*, *imm-ly*, *un-percvg*, which may be divided by the Hyphen.

Lesson 17.

Right above our heads—about 15.22 deg. W. of W.S.W.—J. A. suddenly perceived "The Southern Cross". The time was about 11.45 p.m. and it was June 16th, '29. A constellation of stars shone brightly in the still night sky, and the fragrance from an armful of roses the young lady of the party held in her arms, suffused the atmosphere.

He was very dishonest about money. Immediately I found out that he had robbed me of £3 18s. 6½d. I said he would have to leave my service, for having so disgracefully deceived me a second time. I could not condone such an offence.

Great was their surprise on perceiving the names of the partners, all considered men of good character, incapable of dishonest dealings.

"At last . . . !" he cried, "to see you again . . . after twenty years!" "You was a-sayin' . . . ?" "Nothin' . . . to you!"

The fleets met at —. Admiral J—, with H.M.S. *Thistle*, *Niobe*, and *Andromeda*, took a southerly course, Admiral T— steered the U-boats for home.

"Halt—! Who goes there?"

Enter and say which it is to be.

"I c-c-can't do it," she sobbed, "I d-d-don't want to."

When F. brought his action against P., the case was decided by Bowen, L. J., in favour of P. See Art. XIX, *vi.*, app. (c), (e) and (f).

From F to E is 2 ft. 6 ins., F to D, 3 ft. 9 ins.; angle DEF 31 deg. What is the distance from D to E?

17 A

DIALECT.

"Well, I hadn't barely thrimmed the ash plant—"

"Have you any jam, Mary Kate?" interrupted Flurry, whose meal had been in no way interfered with by either the story or the highly-scented crowd who had come to listen to it.

"We have no jam, only thraycle, sir," replied the invisible Mary Kate.

"I hadn't the switch barely thrimmed," repeated Slipper firmly, "when I heard the people screechin', an' I seen Driscoll an' Clancy comin' on, leppin' all before them, an' owld Bocock's mare bellusin' an' powdherin' along, an' bedad! whatever obstackle wouldn't throw *her* down, faith, she'd throw *it* down, an' there's the thraffic they had in it.

"'I declare to me sowl,' says I, 'if they continue on this way there's a great chance some one o' them'll win,' says I!

"'Ye lie!' says the bandmaster, bein' a thrifle fulsome after his luncheon.

"'I do not,' says I, 'in regard of seein' how soople them two boys is. Ye might observe,' says I, 'that if they have no convanient way to sit on the saddle, they'll ride the neck o' the horse till such time as they gets an occasion to lave it,' says I.

"'Arrah, shut yer mouth!' says the bandmaster; 'they're puckin' out this way now,' says he.

"Well, when I seen them comin' to me and Driscoll about the length of the plantation behind Clancy, I let a couple of bawls.

"'Skelp her!' says I. 'What good's in ye that ye aren't able to skelp her?'"

The yell with which Slipper delivered this incident brought down the house.

Somerville and Ross.—"*Some Experiences of an Irish R.M.*"

Miscellaneous Rules.

1. *The Capital Sign.*—Contractions may follow a Capital Sign in Braille books where capitals are used, it being understood that only the first Letter is a Capital. "To", "into", and "by", may be contracted though the first letter is a Capital and preceded by Dot 6, which never counts as a Lower Sign (see Standard English Braille, page 18).

2. *The Letter Sign.*—The Letter Sign should be placed before Single Letters to show that they do not stand for Words :

means the Letter "t" and not "that."
 means "ab" and not "about."

A Single Letter in brackets should be preceded by the Letter Sign but should not be italicised. As mentioned earlier in the book, Letters of an Abbreviation do not require the Letter Sign, Roman numerals being the only Letters which require the Letter Sign and Point also.

3. *The Italic Sign.*—In Italicised passages of more than three Words, when two Italic Signs are placed before the first Word and one before the last Word of the passage, the final Italic Sign must immediately precede the last Word, and must never be written before the last two Words, when the latter are written in sequence, *e.g.* :

Will you reply direct to me

If part of a Word only is italicised, the italicised portion must be separated from the rest of the Word by the Hyphen, *e.g.* :

extradited

extradited

4. *English Accented Syllables* when marked with an accent in print need not be uncontracted, but must be preceded by the Accent Sign. The letters of a diphthong may not be included in a contraction, *ex.* : *phænix*.

Ex. : vexèd.

Lesson 18.

Go to him, into "his" room.
 We travelled by (night).
 His debt amounted to £100.
 The weight varied from 3 to 8 lb.
 The size was 12 ft. by 8 ft. by 4 ft.
 Draw a line from A to B.
 It was divided into compartments. They
 got "into one snare after another."
 —Into parts of it we dared not enter.
 You will get to *know him, in time,*
 "by name." Such gestures are unbe-
 coming, they could not become anybody.
 His generosity was disinterested and indis-
 criminate. Who can this be?
 This form of Braille is convenient : that is
 very inconvenient : will you have it un-
 contracted? They had received notable
 checks—in Morocco and Bagdad.
 The adoption of the year's naval
 estimates by the Reichstag without
 debate—a manifestation "duly
 appreciated abroad"—was em-
 phasized. The telegram—was





despatched. They were to be practi-
 cally "gathered in." "In this centu-
 ry." It "belongs to him."
 The "congressional kingdom." "Come!"
 "Be very careful," he said, in put-
 ting this question. "The children that were
 dressed—our sons in red, our
 daughters in green—in the twinkling
 of an eye came to rags." "If you
 are willing," they said, "to unite with
 us." "Nine out of ten!" How can one
 disbelieve it? "Be not discouraged."
 It is as much as you can attend to. The
indifference of the unsaved. "To be
 permitted." Something made you feel
 —here is *conviction and tremen-*
dous intensity. "To watch."
 It is very difficult. Formerly U
 was written as we now write V.
 It can be found in Vol. V., chapter 2.
 The case of Jones *v.* Brown
 was referred to.
 I will come to see you or
vice versâ, as you wish.

APPENDICES


APPENDIX A


1. *Contracted Numerals*.—Where the saving of space is very essential, each of the Numerals 10 to 49 may be written in one cell. These Contractions must not be used in arithmetic or mathematics nor should they be generally used in writing books.


Dot 3 adds ten ; Dots 3-6 add twenty ; and Dot 6 adds thirty to the cipher or unit. The numerals 40 to 49 may be expressed by writing cipher or unit in the lower position.

Ex. :  10  21  39  47

When the saving of space is very essential, and the meaning would be obvious to the reader, references may be contracted thus :










 Chapter 4, page 50, line 8.

 Volume I., pp. 9-15.

 Pages 8 and 21

2. *Accents, Diæresis*.—Alphabets of many foreign languages may be procured from the National Institute for the Blind and these should be used in books dealing exclusively with such languages.

3. *Contractions to be used in Devotional Books*.—In books of devotion the following contractions may be used, provided that the words for which they stand retain their original meaning :—

God		Holy	
Christ		Grace	
Jesus		Saith	
Faith		Unto	
Glory			

Australia affords us a most instructive object lesson. New South Wales is an illustration of Free Trade. Victoria unfortunately abandoned Free Trade and adopted protection.¹ "All the best"—I quote from the Rt. Hon. G. H. Reid's "Letter to the Electors of the Australian Commonwealth"²—"all the best and brightest pages of the progress of Victoria were under the Free Trade policy; but for the past twenty-five years Victoria has been, and is, distinctly a Protectionist Colony. The only distinctly Free Trade Colony (in Australia) is New South Wales. The remainder are colonies which collect a high Customs revenue for revenue purposes. Has the policy of restriction 'boomed' the Victorian farmers or artisans? Do not they show a greater tendency to 'move on'³ than the people of any other colony? Is there any buoyancy in the labour market of Victoria? Are wages higher or lower than they were twenty-five years ago?

“Victoria has spent many millions on the manufacturing interest. Yet the figures for New South Wales are better. The total number of hands in each case, according to the latest figures procurable, is as follows :—

			Males.			Females.	Total.
Victoria, 1896	..	..	40,631	..	14,147	..	54,778
New South Wales, 1899	..	..	47,063	..	8,583	..	55,646 ¹⁴

The Right Hon. Lord Avebury—"Free Trade."

⁵ Colonial Stat. Abs. 1903.

Footnotes when placed at the end of a volume should be headed NOTES, on the third Line of a fresh sheet. They should be arranged with an inner margin of three cells, in which nothing must be placed except the note number (without Asterisks), which must coincide with the note number in the text. The page and Line reference to the text should follow after one clear space :

The diagrams illustrate the construction of the number 100 using a base-10 block system. The blocks are represented by dots and lines: a single dot for 1, a line for 10, and a square for 100. The sequence shows the progression from 10 to 100 by adding tens and hundreds blocks.

- Diagram 1: A single line (10).
- Diagram 2: Two lines (20).
- Diagram 3: Three lines (30).
- Diagram 4: Four lines (40).
- Diagram 5: Five lines (50).
- Diagram 6: Six lines (60).
- Diagram 7: Seven lines (70).
- Diagram 8: Eight lines (80).
- Diagram 9: Nine lines (90).
- Diagram 10: A square (100) formed by ten lines.
- Diagram 11: A square (100) formed by ten lines.
- Diagram 12: A square (100) formed by ten lines.

Lesson 20.

DEAR BRUTUS.

Act III.

Purdie. . . . In my present state of depression—which won't last—I feel there is something in me that will make me go on being the same ass, however many chances I get. I haven't the stuff in me to take warning. My whole being is corroded. Shakespeare knew what he was talking about—

“The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.”

Joanna. For “dear Brutus” we are to read “dear audience,” I suppose.

Purdie. You have it.

Joanna. Meaning that we have the power to shape ourselves?

Purdie. We have the power right enough.

Joanna. But isn't that rather splendid?

Purdie. For those who have the grit in them, yes. (*Still seeing with a strange clearness through the chink the hammer has made.*) And they are not the dismal chappies; they are the ones with the thin bright faces. (*He sits lugubriously by his wife and is sorry for the first time that she has not married a better man.*) I am afraid there is not much fight in me, Mabel, but we shall see. If you catch me at it again, have the goodness to whisper to me in passing “Lob's Wood.” That may cure me for the time being.

Mabel (*still certain that she loved him once but not so sure why*). Perhaps I will . . . as long as I care to bother, Jack. It depends on you how long that is to be.

Joanna (*to break an awkward pause*). I feel that there is hope in that as well as a warning. Perhaps the wood may prove to have been useful after all. (*This brighter view of the situation meets with no immediate response. With her next suggestion she reaches harbour.*) You know, we are not people worth being sorrowful about—so let us laugh.

(*The ladies succeed in laughing though not prettily, but the man has been too much shaken.*)

Sir James Barrie—“Dear Brutus.”

HINTS ON THE ARRANGEMENT OF PLAYS.

1. The names of speakers, both at the beginning of speeches and in stage directions, should be italicised.
2. Stage directions, even when italicised in print, should not be italicised in Braille.
3. Stage directions must, in Braille, be enclosed in square brackets, even when round brackets appear in print.
4. Where a stage direction is paragraphed in print, a new line, beginning in cell 3, should be taken in Braille, both for the stage direction, and on resuming after it.
5. Three spaces should be left between speeches, except when a speech in verse follows one in prose and vice versa, when a new line should be taken, beginning in cell 3.

Lesson 21.

STOCK EXCHANGE MONEY MARKET.

The tone of the Gilt-edged market was again dull, with $2\frac{1}{2}$ per Cent. Consols at 57 3-16, the 4 per Cent. at 90 11-16, Local Loans at 66 5-16, Conversion $3\frac{1}{2}$ per Cents. at 79 15-16, and War Loan at 104 5-16. Recent issue scrips were weak, Lancashire Cotton Debentures declining to $7\frac{1}{2}$ discount, "Cosach" to $3\frac{1}{2}$ discount, and Rio Tinto to $4\frac{1}{2}$ discount. India Loans weakened. Australians were very nominal, and a difficult market.

Brazilians were $\frac{1}{2}$ to $\frac{3}{4}$ per Cent. lower in Foreign Bonds, but Japanese were steadier.

Reports that an important scheme is under consideration to eliminate certain competitive services of L.N.E.R. and L.M.S. were subjected to much discussion, but Home Rails continued to weaken. Great Western lost another $1\frac{1}{2}$ at 58 $\frac{1}{2}$, L.M.S. $\frac{3}{4}$ at 21 $\frac{1}{8}$, and "Berwick" Deferred $\frac{1}{4}$ at 5.

All the Internationals were lower, Cables and Wireless declined, Turner and Newall touched 31s. 6d. and Unilever 1 29-32. Kreuger and Toll, Swedish Match, Sunday Pictorial, Hudson's Bay, Borax Deferred and I.C.I. moved unfavourably to holders. Chemical Ordinary were 16s. 4 $\frac{1}{2}$ d. It would not be surprising to many if the interim Turner and Newall dividend was passed.

Practically the only bright spots in the Industrial Markets were Spillers, which strengthened to 28s. 6d. and P. and O., which recovered slightly to 27s. Bank shares fell away in the afternoon.

Note.—In the above exercise the Fraction Line is represented by the Hyphen as the Hyphen is generally used in financial papers for compound fractions. The Fraction Sign should be used in Braille.

Lesson 22.

Fire-flies, starfish, night-hawks, march-spiders, bats, whippoorwills, swallows, sea-urchins, jelly-fish, of course, wild-swans, tree-toads, abound in this volume. Admitting a deep respect for all of God's creatures, there are readers who enjoyed the setting of the stage better when the poets turned to the saints and the prophets, the madonna, even fairies, lovers of all time, to hang their talent upon. But I shall not be just to Mr. Coffin if I omit to say he strikes for us his philosophy in the poem called "Man of Thunder." Giving the second stanza :

He came rightly by a dignity,
An air of peril, and an air that he
Was called to do things planned out long ago
Above the power of the wise to know.
There was a difference in him, a link
Between his hands and what he had to think.

This poem ends with the following three lines :

A power that could rise and trample through
The world with death and leave it still more fair
With fragile green things rising everywhere.

Again the philosophic note is struck in "House of Eyes"; the seventh stanza is as follows :

Things are never rounded off so well
That you can say, that finishes the score.
You cannot sort out love from meat and drink ;
This day's to-morrow and the day before.

The poem "Sunrise" is a fine reach :

The dewdrops quiver on the cobweb tents,
Birds leave their love and sit in meek suspense.
A disk of fire æons old cuts through
The rocks of earth and rolls up into view.
Jubilee beyond the flight of words
Sweeps over all the comely, hungry birds.
The waters of the dew run into flame
For which the name of fire is no name.

Lesson 22 (continued).

There is an " Illumination " in this book. Let us end on that note :

Light ineffable, supreme
 Flooding from the primal day,
 Piercing with a radiant beam
 Rolling darksome night away,
 Sparkling on the river's flow,
 Pale, mysterious in sunrise,
 Glorious in sunset's glow
 Open thou my blinded eyes,
 To see beyond the passing show
 To penetrate where beauty lies,
 To recognize
 To know.

Caroline Hazard is the only other woman, beside the writer, who unblushingly gives the date of her birth in *Who's Who*, 1856.

Lesson 23.

DISCORS CONCORDIA.*

ADVENTURES OF THE WHITE GIRL IN HER SEARCH FOR GOD. By Charles Herbert Maxwell.
 (Lutterworth Press. 1s.)

Here is a sign of the times as cheering as it is charming : a " retort courteous " to Mr. Bernard Shaw's last outburst in his own manner, so much so that even he (being an Irishman) will enjoy the rapier play. The cover is a clever parody of the curious original, and the White Girl is apparently at work on a very unkempt golf-course, in place of the jungle. For preface there is this " Note " :

" Let not the reader think it strange that the White Girl should carry a ' niblick.' To anyone acquainted with things African, this is far less extraordinary than that a Bantu Girl should carry a ' knobkerry,' as happens in Mr. Bernard Shaw's *Adventures of the Black Girl in Her Search for God*."

And so we set out. " ' Where is God ? ' said the white girl to the dramatist who had so often and so wittily instructed her. ' I will show him to you,' he replied, ' and you will see that he is not yet there ! ' " There follow neat references to some of the dramatist's recent works, *St. Joan* and *The Applecart*. " Later on he assumed the same position [standing on his head] to tell of things and people too true to be good. This amused a few folk, but not very many, so that the effort was called ' a frost.' This may be the reason why he went to Africa, where it is warm enough to forget about frosts. . . ." The white girl suspects " that some of the good things that he said were so very good that they were too good to be true," and adopts a critical attitude, with results revealed as the Black Girl's route through the jungle is followed.

When the serious business begins, the Christian reply to the amazing tangle of misconception and misrepresentation in the original is given with admirable restraint and taste and brevity :

" After a time, they came to the edge of the forest. In the distance there was a hill, and on the hill-top three crosses. . . . ' Come along,' said the dramatist, ' don't waste time gazing at that vulgarity. Plenty of other people have been nailed to crosses like that. . . . ' "

" ' That,' said the girl thoughtfully, ' would rather seem to be the point. I notice that there is not one cross only, but three, and His cross between the other two. . . . ' "

Mr. Shaw's tedious ending is dropped altogether, and the result is a book of but twenty-four pages which can be sold for a shilling, against Mr. Shaw's half-crown. But it covers a great deal of ground and will reassure and enlighten any who took Mr. Shaw's effusion seriously, and delight the majority who probably did not. As a specimen of " the new Christian propaganda " it is, as I have said, a cheering sign of the times ; and the writer (who throws no light on his own identity) deserves for his reply as wide a public as that which read the original.

* [This Latin title should not be contracted].

Lesson 24.

A REVIEW.

I remembered a little book of his which appeared some years ago, *Lars Porsena*, in which there was a good deal about practical joking. Mr. Graves, I considered, is a distinguished poet with a love of practical joking ; and at last the truth dawned on me that *The Real David Copperfield* is the joke that Mr. Graves has been saving up for years. With Oriental subtlety, he has written a book which begins by taking in the reader and then sends him back inevitably to read Dickens. We are meant to turn to the original and discover with an astonished pleasure the wealth of good things which Mr. Graves in the course of his burglary has dropped by the way. If anyone doubts the truth of my interpretation he should compare the two texts page by page. Thus, to take the well-known scene near the beginning when David, aged eight, changes coaches at Yarmouth and has lunch at the inn, we find this passage in Dickens :

After watching me into the second chop, he [the waiter] said :

" There's half a pint of ale for you. Will you have it now ? "

I thanked him and said " Yes." Upon which he poured it out of a jug into a large tumbler, and held it against the light, and made it look beautiful.

" My eye ! " he said. " It seems a good deal, don't it ? "

" It does seem a good deal," I answered with a smile. For it was quite delightful to me to find him so pleasant. He was a twinkling-eyed, pimple-faced man, with his hair standing upright all over his head ; and as he stood with one arm akimbo, holding up the glass to the light with the other hand, he looked quite friendly.

" There was a gentleman here yesterday," he said—" a stout gentleman, by the name of Topsawyer—perhaps you know him ? "

" No," I said, " I don't think—— "

" In breeches and gaiters, broad-brimmed hat, grey coat, speckled choker," said the waiter.

" No," I said bashfully, " I haven't the pleasure—— "

" He came in here," said the waiter, looking at the light through the tumbler, " ordered a glass of this ale—*would* order it—drank it, and fell dead. It was too old for him. It oug'n't to be drawn ; that's the fact."

I was very much shocked to hear of this melancholy accident, and said I thought I had better have some water.

" Why, you see," said the waiter, still looking through the tumbler, with one of his eyes shut up, " our people don't like things being ordered and left. It offends 'em. But I'll drink it, if you like. I am used to it, and use is everything. I don't think it'll hurt me, if I throw my head back, and take it quick. Shall I ? "

Mr. Graves shows us how simple it is by omitting a few sentences and changing others, to lose half the humour and bite of the scene.

APPENDIX B

STANDARD ENGLISH BRAILLE

List of Words illustrating Use of Contractions

The following list of contracted words was approved by the British National Uniform Type Committee in March, 1933, as a guide in the application of the rules agreed in 1932 for the use of contractions in Standard English Braille. Each allowed contraction is spaced separately in heavy type. To illustrate the rules more clearly, some simple uncontracted words are added under many of the letters.

A governing principle is to avoid any contraction which may cause obscurity in recognition or pronunciation.

<p>A. Contracted. AB AND ON ED AD HERE ADH ER ENCE ADH ER EN T ADM IN I ST ER A ER OPLANE A FF RIGHT AGRE EA BLE AL ONE AM EN A BLE ANA THE MA A PART MENT AR EA S AR EN A AR OUND AS TH MA A ST R ING E ATMOSP ER E AU THE NTIC</p> <p>Uncontracted. ACREAGE ANEMONE ANTEDATE ANTEROOM AQUEDUCT</p>	<p>B (continued). Uncontracted. BAYONET BOREDOM</p> <p>C. Contracted. CAB AR ET C ANCE L C AR THORSE CAS IN O CA THE DRAL C ED AR C EN TIME C EN TIMET ER * C ER EA L CH ANCE LLOR COM ED IAN COM ED Y CON CH C ONE C ONE Y CON FR ER E CON GREGATE CORON ER C OU PON CR EA T ING CRE ATION CR ED ENCE CRIT ER ION</p> <p>Uncontracted. CAVEAT COLONEL CORONET</p>	<p>D (continued) Contracted. DE PART URE D ER IVE DET ER IORATE DI SH EVELL ED DI SPIRIT ED D OU GH TY</p> <p>Uncontracted. DISC DUKEDOM</p> <p>E. Contracted. ED UCE EN AMEL EN CYCLOPEDIA ER A ER ASE ER ECT ER RONE OU S EUROP EA N</p> <p>Uncontracted. EDICT</p>	<p>G. Contracted. GASOMET ER G EN IAL G EN US G ER MANY GOB BLE R GO BLE T GRASSHOPP ER</p> <p>H. Contracted. H AND SOME LY HAV EN T H ED GER OW H ER ED ITY H ER ESY H ER ETIC HERE WITH H ING E HOGSH EA D H ONE ST HO OF HY EN A</p> <p>Uncontracted. HADES</p>
<p>B. Contracted. BAC CH ANAL B AR O NESS B AR ONET BE ATIFY B EA UTY BE DAZZLE BE LIEV ER B EN ED IC TION BE NI GH T ED BE REFT B EVER AGE BL IN D ED BL IN D ING BLIND LY BLIND NESS BLOSSOM ED</p>	<p>D. Contracted. DA CH SHUND D ANCE R DAUND ER D ED ICATE D ED UCE DEN ATION ALIZE D EN OU NCE D EN Y</p>	<p>F. Contracted. F EA LTY F ENCE F ER AL FEV ER F IN AL F IN ANCE F IN E F IN ER Y F IN ITE FIRE AR MS FOR EDOOM FOR ENOON FOR ERUN FRE ED OM FUN ER EA L</p> <p>Uncontracted. FRUITY</p>	<p>I. Contracted. ID EA L IDE ALLY IM PART IM PART IAL IMP ED ED IN DIARU BB ER IN F ER IOR IN G EN I OU S IN GR ED I EN T IN N IS TH MUS</p> <p>K. Contracted. KNI GH THOOD</p> <p>Uncontracted. KETTLEDROM</p>

* American spelling for Centimetre.

L.

Contracted.

LAUND **ER**
 LE **GH** ORN
 LETTER PRESS
 LEV **ER**
 L **EVER** ET
 LI **GH** TH **EA** D **ED**
 L **ONG** H **AND**
 L **ONG** ITUDE

Uncontracted.
 LOONEY

M.

Contracted.

M **AR** IONETTE
 M **AR** I **TIME**
 MAUND **ER**
 ME **AND** **ER**
 M **ED** IAL
 M **ED** IATE
 M **ED** IOCRE
 M **ED** IUM
 M **EN** IAL
 M **IN** OR
 MISH **EA** R
 MI **ST** AKE
 MI **ST** RU **ST**
 M **ONE** T **AR** Y
 M **ONE** Y

Uncontracted.
 MISHAP
 MISTRANSLATE
 MONGOOSE

N.

Contracted.

NIB **BLE** D
 NOI **SOME**
 NON **EN** T **ITY**
 N **OUGH**T

Uncontracted.
 NOWISE

O.

Contracted.

OB **ED** I **ENCE**
 ON **ER** **OU** S
 OPPON **EN** T
OU TH **OU** SE

Uncontracted.
 ORANGEADE

P.

Contracted.

PART AKE
 PART ICIPATE
 PART ICUL **AR**
 PAS **TIME**
 P **EN** AL
 P **EN** ALTY
 P **ER** IOD
 P **ER** SEV **ER** E
 P **IN** EAPPLE
 PIONE **ER**
 PL **EN** **AR** Y
 POISON **ER**
 PO **ST** HUM **OU** S
 PREAM **BLE**
 PRE **AR** RANGE
 PREC **ED** **ENCE**
 PREC **ED** **EN** T
 PR **ED** ACI **OU** S
 PR **ED** ATORY
 PREDEC **EA** SE
 PREDE **ST** **IN** **ED**
 PREDICA **MENT**
 PREDOM **IN** ATE
 PREREL **EA** SE
 PROC **ED** URE
 PR **OF** ES **SION**
 PR **OF** **OUND**
 PR **OF** USE

Uncontracted.

PHENIX
 PORTHOLE
 PREDICT
 PREROGATIVE
 PROFILE

R.

Contracted.

REAC **TION**
 READMIS **SION**
 R **EA** L
 R **EA** L **ITY**
 RE **ALLY**
 R **ED** EEM
 R **ED** EMP **TION**
 R **ED** RESS
 R **ED** UCE
 R **ED** UNDANT
 RE **NAME**
 R **EN** EW
 R **EN** **OU** NCE
 R **EN** **OW** N

R (continued).

Contracted.

RETRIEV **ER**
 REV **ER** E
 R **EVER** **ENCE**

Uncontracted.

REACT
 READMIT
 REDIRECT
 REDUPLICATE

S.

Contracted.

SAC **CH** **AR** **IN** E
 SE **ED**
 S **ER** I **OU** S
 S **EVER**
 S **EVER** AL
 SEV **ER** E
 SH AD **OW**
 SID **ER** **EA** L
 S **IN** ECURE
 SOM **ER** SAULT
 SP **AR** TAN
 SPH **ER** E
 SP **ONG** E
 ST ATEROOM
 ST EV **ED** ORE
 ST R **ONG** HOLD

Uncontracted.

SOFA
 SWORD

T.

Contracted.

TABL **EA** U
 TA **BLE** T
 T **ED** I **OU** S
 T **ED** IUM
 TH **ENCE**
 TH **UNDER**
 TORP **ED** O
 T **OW** **AR** D
 TRAG **ED** IAN

Uncontracted.

TO-DO
 TWOFOLD

U.

Contracted.

UNBLEMI **SH** **ED**
 UNB **LESS** **ED**
 UND **ER** IVE
 UNE **AR** TH
 UNLESSON **ED**
 UNLETT **ER** **ED**

V.

Contracted.

V **AR** I **OU** S
 V **EN** AL
 V **EN** AL **ITY**
 V **EN** IAL
 V **IN** **OU** S

Uncontracted.

VICEREGAL
 VICEROY

W.

Contracted.

WH **ER** E' **ER**

Uncontracted.

WELL-TO-DO
 WISEACRE



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


Contracted.


Z **ER** O

APPENDIX C

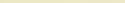
The following is a list of the mathematical symbols used in the scientific books published by the National Institute for the Blind, Great Portland Street, London W.1.

Plus  a plus b.  5 plus 2.

Minus   c minus d.   7 minus 5.

Plus or minus  a plus or minus b. 

Minus or plus $\overline{\overline{\bullet}} \quad \overline{\overline{\bullet}}$ $\overline{\overline{\bullet\bullet}} \quad \overline{\overline{\bullet}} \quad \overline{\overline{\bullet}}$ $\overline{\overline{\bullet\bullet}} \quad \overline{\overline{\bullet\bullet}}$ c minus or plus d.

Difference between  the difference between p and q.

Mmultiplied by $\frac{\bullet}{-}$ $\frac{\bullet\bullet}{\bullet\bullet}$ $\frac{\bullet}{-}$ $\frac{\bullet\bullet}{\bullet\bullet}$ x multiplied by y or x into y.

12 multiplied by 5.

 6 multiplied by b.

When an algebraical quantity represented by a Braille sign of Line I. has a numerical coefficient, the sign $\frac{\bullet}{\text{---}}_{\bullet}$ follows the number ; in other cases the sign $\frac{\bullet}{\text{---}}_{\bullet}$ may be omitted ; for example :

When one quantity is written close after another (algebraical or numerical), it means that the *first* is multiplied by the *second* thus :

$$\begin{array}{ccccccc} \begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} & \begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} & \begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} & \begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} & \begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} & \text{equals} & \begin{array}{c} \bullet\bullet \\ \bullet\bullet \\ \bullet\bullet \end{array} \end{array}$$

Divided by $\frac{-\bullet}{\underline{\quad}} \quad \text{or} \quad \frac{-\bullet}{\underline{\quad}} \frac{-\bullet}{\underline{\quad}}$ $\frac{\bullet}{\underline{\quad}} \frac{-\bullet}{\underline{\quad}} \frac{\bullet}{\underline{\quad}}$ a divided by b or a over b.

There are three ways of writing a fraction whose numerator and denominator are both numbers :
for example :

The sign $\overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}}$ is used to denote that all the Braille signs of Line I., which follow in the same line of the page, represent Arabic numerals.

The sign $\overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}}$ is used to denote that all the Braille signs of Line I., which follow on the same page, or until the sign $\overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}}$ is met with, represent Arabic numerals.

APPENDIX D

CHEMICAL NOTATION

In any compound, the number of the atoms of any element is denoted by the Braille signs of the fifth line, the number being attached to the name of each element except the last in the case where the last element named has but one atom in the compound. For instance:— $\overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}}$ stands for a molecule of water, which contains two atoms of hydrogen and one of oxygen; $\overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}} \overline{\text{⠠}}$ for a molecule of sulphuric acid, which contains two atoms of hydrogen, one atom of sulphur, and four atoms of oxygen.

Dot 3 is placed immediately after the formula of a compound when it is followed by a punctuation mark.



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Braille
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